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UNIVERSITY OF ALBERTA

THE EFFECTIVENESS OF INTERORGANIZATIONAL LINKAGES BETWEEN PROVINCIAL EDUCATIONAL ORGANIZATIONS

by

WILLIAM THOMAS BROWNLEE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
SPRING 1990

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W. T. Brownlee
(Student's signature)

R.R. 2, Calgary
(Student's permanent address)

Calgary, Alberta T2P 2G5

DATE: February 12, 1990

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Effectiveness of Interoganizational Linkages Between Provincial Educational Organizations" submitted by William Thomas Brownlee for the degree of Doctor of Philosophy.

Eugene W. Ratsoy
Dr. E. Ratsoy (Supervisor)

Lorene Everett Turner
Dr. L. Everett-Turner

....
Dr. D. Friesen

....
Dr. D. Richards

K. Ward
Dr. K. Ward

....
Dr. R. O'Reilly
(External Examiner)

DATE: February 12, 1990

Dedicated

to

Colleen Cheryl Brownlee

and

Thomas Brownlee

ABSTRACT

The purpose of this study was to describe the interorganizational relationships between the Alberta Department of Education and five selected organizations in its interorganizational set and to determine the effectiveness of these relationships. The findings were to be used to make generalizations about the utility of the Van de Ven and Ferry conceptualizations for understanding relationships among education organizations. The five selected organizations were the Alberta Teachers' Association, Alberta School Trustees' Association, Conference of Alberta School Superintendents, Association of School Business Officials of Alberta, and the Alberta Federation of Home and School Associations.

The dyadic relationships were measured in terms of situational variables (the degrees of resource dependence, awareness, personal awareness, consensus/conflict, conflict resolution, and domain similarity), structural and process dimensions (flows of communications and resources, variability of resource flows, interorganizational influence, and formalization of relationships) and the perceived effectiveness of the relationship. Also, correlations among the dimensions were identified to determine if the Van de Ven and Ferry conceptualizations were supported.

Data were gathered by questionnaires and interviews. The Interunit Relations Module of the Organization Instrument designed by Van de Ven and Ferry (1980) was utilized and a semi-structured interview protocol was employed.

The findings supported the conceptualizations of Van de Ven and Ferry on the dimensions of interorganizational relationships for

all variables except resolution of conflict and variability of resource flows. All the dimensions but these two were categories of variables which seemed to influence the interorganizational linkages. However, several additional dimensions appeared to influence the linkages and were presented as expansions of the conceptualization. The new dimensions were identified as political activities, desire for autonomy, public awareness and boundary spanning activities. Also, the identification of various levels of boundary spanners raised the question of additional influences acting on the linkages and presented the need for further research to determine their effect on the relationships. A revised conceptual framework involving all but two of the dimensions proposed by Van de Ven and Ferry, but adding the four new dimensions, was presented.

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Chapter 1

INTRODUCTION

Organizations increasingly establish co-ordinated relationships with other organizations because many complex problems require joint interorganizational planning and programming. The resources, expertise, and motivation required by one organization may be contained within another "autonomous" organization and therefore a relationship between the two organizations must be arranged and process and structural dimensions established (Van de Ven and Ferry, 1980). The relationship between the Alberta Department of Education and other educational organizations in the province is the focus of this study. It is conjectured that increased knowledge about the nature of existing relationships should prove helpful in considering ways to improve the effectiveness of such linkages and may also help to advance our understanding of the factors which influence interorganizational relationships in general.

Purpose of the Study

The general purpose of this study was to describe the interorganizational relationships that exist between the Alberta Department of Education and other selected educational organizations in the province and to determine the effectiveness of these relationships.

The intention more specifically was to gain an understanding of the resource and information linkages that exist and of the effectiveness of these linkages. In order to achieve this purpose specific research questions, twelve in number, were identified. These questions and the procedures followed in the study had their source primarily in research completed by Van de Ven and Ferry (1980).

The findings will enable generalizations to be made on the utility of their conceptualizations for understanding relationships among educational organizations. Following each question in brackets is the situational, structural, process or effectiveness variable which is addressed by that particular question. The procedures followed for arriving at answers to these questions are outlined in a later section describing the analysis of data.

The research questions were as follows:

1. Who are the boundary spanners (persons and positions) most knowledgeable about their respective organizations' relations with the Alberta Department of Education (known in the province as Alberta Education)? (Basic Identification)

2. To what extent does Alberta Education need resources from the selected organizations and the selected organizations from Alberta Education in order to meet organizational goals? (Resource dependence)

3. How familiar are boundary spanners in Alberta Education with the services and goals of the selected organizations and how familiar are the boundary spanners in the selected organizations with the goals and services of Alberta Education? (Awareness)

4. How long have the boundary spanners in each organization known one another and how well do they know one another? (Personal Awareness)

5. What degree of agreement or disagreement exists between the boundary spanners in the selected organizations and the boundary spanners in Alberta Education in regard to their operating goals, the specific ways they do their work, and the terms of their relationship and how are conflicts resolved? (Consensus/Conflict) (Conflict Resolution)

6. To what extent does Alberta Education obtain its resources from

the same source as each of the selected organizations and what similarity exists in regard to goals, work, technology, professional skills of staff, services provided and clientele? (Domain similarity)

7. How often in the immediate past and how easily have messages about the relationship or units of exchange passed between the boundary spanners of Alberta Education and the selected organizations, what form have these messages taken and what percentage of their time do boundary spanners spend communicating with their contacts in the other organization? (Interorganizational Communication)

8. To what extent can actions or decisions by members of Alberta Education or the members of a selected organization change or affect the internal operations of the other organization in the relationship? (Interorganizational Influence)

9. To what extent, in what direction, and with what variation have resource flows occurred between Alberta Education and the selected organizations? (Resource Flows)

10. To what degree are the role behaviors and activities of members of Alberta Education and the selected organizations specified, mandated or standardized? (Formalization)

11. What is the perceived effectiveness of the interorganizational relationship between Alberta Education and the selected organizations? (Effectiveness)

12. What relationships exist among the situational, structural, process and effectiveness characteristics of the linkages between Alberta Education and the selected educational organizations and do the findings of the study lend support to the Van de Ven and Ferry conceptualization on the functioning of interorganizational relationships?

The significance of the study is outlined in the following section.

Significance of Problem

According to Scott (1981:41), organizations are a prominent, if not the dominant, characteristic of modern societies. Their prevalence in every area of social life is an indicator of their importance. Their significance is illustrated by the frequency with which they are singled out as the source of many ills besetting contemporary society. Such authorities as Parsons (1960:41) state that "the development of organizations is the principal mechanism, by which, in a highly differentiated society, it is possible to get things done, to achieve goals beyond the reach of the individual." Yet the seemingly inexorable growth in public sector organizations has been strongly criticized by such writers as Weber (1947tr). Maslow (1954) and Argyris (1957) as well have described the negative effects of organizations on the psyches and personalities of their participants.

With such formidable critics who point out the possible negative effects associated with organizational growth, it would be wise for the leadership of any organization to analyze the elements and concepts associated with the internal operations of the organization. In addition, these leaders should develop an understanding of the relationships between organizations in order to avoid some of the pitfalls associated with "getting things done."

Recent literature on educational organizations has given considerable attention to the importance of an organization's environment for the functioning of the organization. The significance of the formal and informal linkages among organizations, and the need for understanding boundary spanning roles, have been identified as crucial areas for investigation. The context of organizations has been shown to have important implications for their functioning.

Organizational theorists and interorganizational writers such as Scott (1987), Hall (1982), Kelly (1980), Perrow (1979) and Meyer (1978) have focused considerable attention on the relationship between an organization and its environment. Their writings indicate that the educational policy maker should be aware that the nature of interorganizational and environmental linkages which are established could have important implications for an organization in pursuit of its goals.

Magnusen (1973:5) states "the environment would seem to determine the structure most suited for a particular organization." Baldridge and Burnham (1975:165) state that "Environmental input from the community and other organizations is a major determinant of an organization's innovative behavior." A study by Tymko (1979) concluded that policy tended to be established with little cognizance of, or concern for, the problems and practicalities of implementation; policy was implemented with little regard for the global issues and objectives of politicians and senior administrators. The implication was that better linkages between the two groups were required. The nature and strength of the linkages that exist between organizations is considered extremely important.

Ratsoy (1980:2) has concluded that an interorganizational linkage exists

> when two or more organizations exchange resources such as money, physical facilities, clients or staff services. The actions of the cooperating organizations are interdependent, usually for the purpose of performing specialized activities and thereby achieving a goal that is unachievable by these organizations functioning independently.

The exact nature of the linkage is described by the structure and process dimensions of the relationship. The structural dimensions deal with the degree of formalization, centralization and complexity while the process dimensions are concerned with the direction and intensity of resource and information flows between the participating agencies according to Van de Ven (1976).

Andrews (1978) found that different interorganizational linkage patterns are closely associated with different outcomes in terms of objective measures of performance and perceptual assessments of satisfaction. High formalization, high standardization and high resource commitment relate positively to high performance but negatively to perception of effectiveness in a given situation.

In Alberta, administrative changes in the Department of Education in the early 1980's resulted in attention being focused on the goals of the organization and on the environmental linkages of the organization which might affect the attainment of these goals. More specifically, on April 1, 1982, the then new Deputy Minister of Education, Dr. R.A. Bosetti, identified the re-organization of the Department as a priority of his administration. A Steering Committee was established on April 8, 1982, to develop a proposal for re-organization and with the help of a team of consultants from the University and a team from the firm of Touche Ross and Partners, an announcement outlining a new plan was made on June 29, 1982.

This announcement and the accompanying documents contained a number of statements which indicated the importance that the Deputy Minister, the Steering Committee, the University of Alberta consultants and the Touche Ross team attached to establishment of proper linkage mechanisms with the environment in which Alberta Education is found. The relevant statements (which were highlighted by the Deputy Minister in his announcement) are worthy of note.

The Touche Ross report outlined seven key objectives for reorganization. Three of these contained references to environmental linkage.

> 4. An organization able to adapt quickly in terms of resource allocation to a dynamic environment and shifting priorities.
>
> 5. Planned coordination of departmental decision-making and management of activities, involving all those with a stake in decision.
>
> 7. Clear demonstration to those within and external to the Department that structural changes will be accompanied by appropriate changes in approach and management style.
>
> (Touche Ross Report 1982)

The Deputy Minister also stressed that the principles of the Department as outlined by the Steering Committee should act as guidelines for the future operation of the Department. Three of the six guidelines refer to the importance of environmental linkages.

> 1. ...an emphasis on flexibility and the use of external expertise.
>
> 2. Alberta Education is an organization which operates in an external environment which is complex, dynamic and uncertain. Because of this, it is essential to develop and maintain linkage mechanisms with key groups and individuals in the external environment; to monitor changing events and circumstances; to be able to respond and adapt to changed demands of the external environment; and to emphasize the importance of our relationships with other groups and organizations in the environment we serve.
>
> 3. ...and the Department as a whole should encourage the participation of stakeholder groups in this process.

The University of Alberta consulting group report also included strong recommendations on linkages with the external environment. Their position was described as follows:

Organizations are viewed from an open-system perspective and

Alberta Education develops and implements its tasks in a larger context which is complex, dynamic and uncertain in nature. This larger context--the political, economic, cultural and technological environment--in which Alberta Education is embedded should be viewed as a "causal" force which greatly influences policies, functions, structure and patterns of behavior. Four principles proposed in the report are pertinent to this study:

> 9. Linkages should be established and constantly maintained between Alberta Education and its multitude of stakeholders. Much of the effectiveness of the Department depends on the extent to which it can develop successful interorganizational linkages.
>
> 10. The Department should develop an environmental monitoring or scanning capacity that keeps it abreast of external changes, events and issues. The ability to sense, monitor and interpret environmental change is critical to educational policy-making, program development and delivery services.
>
> 11. The structure of the Department should allow adaptability or flexibility of action and ensure responsiveness to environmental demands.
>
> 12. Given the key function they perform, boundary roles (roles that link Alberta Education to its environments) should increase in relative importance to internal roles.
>
> (Ingram & Associates 1982)

The importance placed on linkages was further emphasized by the establishment of a major task force whose purpose was "to rationalize the existing external policy advisory structures and to systematize linkage mechanisms." The specific objectives of the committee included:

> 1. To review existing external policy advisory structures and to identify gaps and overlaps in roles and mandates.
>
> 2. To identify linkages required with stakeholders and other government departments to facilitate the achievement of local and departmental objectives.

3. To identify areas, both current and anticipated, requiring the establishment of formalized external policy boards and committees.

4. To develop recommendations for review by the Minister and Deputy Minister concerning the disbandment or continuation of existing structures and the establishment of new structures.

(Deputy Minister's Letter, June 29, 1982)

Unfortunately, the Task Force had limited research capabilities and the stringent timeline merely allowed it to catalogue existing formal linkage mechanisms and recommend changes of a very general nature. No theoretical base was established and no review of literature was undertaken.

However, the emphasis placed on linkage mechanisms by the Deputy Minister and the Steering Committee indicate the importance they intended to attach to the matter. The former Minister of Education, Mr. David King, for several years, in various speeches around the province, stressed the importance of "the interdependence" of the various stakeholders in education.

Yet with all the importance attached to the linkage between the organization and the environment, little effort has been made to describe in detail the linkage mechanisms of Alberta Education which exist and to assess their effectiveness. A study which contributed some information on this topic should be of benefit to those responsible for the linkage mechanisms.

For appropriate linkage mechanisms to operate, certain questions must be answered. What is the nature of the linkage mechanisms which presently exist between the Department and other important educational organizations in its environment? Are the linkages perceived to be effective by the boundary spanners in Alberta

Education and by members of the other educational organizations?

Without research in this area, changes in structure which attempt to improve the linkage system may only have an intuitive base. While there is little doubt that intuition can lead to the establishment of efficient and effective linkage mechanisms, the provision of reliable data might improve the possibility of this occurring. A reliable study might help administrators avoid the trial and error approach which is evident in many organizations. It could also reveal the role of key boundary spanners in the communication process and thereby assist the linking process.

This study, therefore, has been justified not only on theoretical grounds as demonstrated in the introductory section but can be defended also on the basis of its relevance to possible improvements in practice. For the scholar it may contribute to an understanding of how interorganizational linkages are affected by situational, structural and process dimensions. For the practising administrator it may provide insights on how linkages may be improved and made more effective. If decision makers understand the various dimensions of effective interorganizational relationships then when they undertake to establish such linkages they are more aware of what conditions are essential and what factors tend to cause problems. Even persons at the operational level of relationships with other organizations would benefit from a knowledge of the critical elements needed for a successful relationship.

Definitions

A number of terms which are important in the study have been defined. Those which are synonymous are identified.

Interorganizational Relationship (IR)

An IR occurs when two or more organizations transact resources of any kind (money, physical facilities and materials, customer or client referrals, technical staff services). Such a relationship may be temporary or ongoing. IR's are sometimes referred to as interorganizational linkages.

Focal Organization (FO)

Focal organization refers to the organization which is the focus of study in an interorganizational pair, set or network. In this study the focal organization is the Alberta Department of Education.

Member Organization (MO)

Member organization refers to the "other organization" whose linkages with the focal organization have created an interorganizational relationship.

Environment

In its general sense the environment of an organization includes everything outside of the particular organization. The term is sometimes used synonymously with the phrase "other organization or organizations which have a relationship with the focal organization."

Boundary Spanners

Individuals in key positions in an interorganizational linkage system who are able to communicate effectively across the boundaries and serve as information links between the organizations. The term is used synonymously with informants, key contacts, key people and key individuals.

Limitations and Delimitations

Certain limitations are imposed on the study because of the changing nature of organizations and the changing relationships with other organizations. The findings may be valid only for the time period during which the data were collected.

Also, the study has been confined to the relationships between organizations and does not examine processes internal to the organizations nor their more general environments.

The study has been delimited to selected educational organizations which have relationships with Alberta Education for the period of time during which the data were collected.

Because of the above mentioned limitations and delimitations, caution must be exercised in drawing generalizations from the findings of the present study.

Organization of the Study

This chapter has presented (1) an introduction to the problem, (2) the purpose of the study, (3) the significance of the study, (4) the definition of terms, and (5) the limitations, and delimitations. The problem for research was stated and the research questions were outlined.

A theoretical background to the study is provided in Chapter 2 by examining various perspectives on an organization, organizational environments and interorganizational relationships and finally by outlining a conceptual framework for the study. A review of related research on interoganizational relationships, which includes material on the boundary spanning function and important dimensions of interorganizational linkages, is outlined in Chapter 3. Chapter 4 contains the research design and methodology for the study and describes the response rates to the questionnaires. Chapter 5 includes a description of the boundary spanners in the Alberta Department of Education and the five selected organizations and an outline of the research findings for the situational variables of the linkage. The research findings for the structural, process and effectiveness dimensions for the relationship between Alberta Education and the five selected organizations are presented in Chapter 6. The relationships among the linkage dimensions and the suitability of the Van de Ven and Ferry conceptualization on interorganizational relationships are discussed in Chapter 7. Chapter 8 contains an analysis of the interview data obtained from the boundary spanners after the completion of the questionnaires. Finally in Chapter 9 a summary, some conclusions and a statement of implications and suggestions for further study are presented.

Chapter 2

THEORETICAL BACKGROUND OF THE STUDY

The conceptual framework for the study draws heavily on the writings of Van de Ven and Ferry (1980), Aldrich (1979), Scott (1981), Hall (1982) and Marrett (1971). It addresses the problems of how to assess patterns of co-ordination among organizations that are linked to solve problems or attain goals and how the effectiveness of the relationship can be established.

Certain assumptions about the nature of organizations and environments have been made based on the research and writings of organizational theorists and these are considered first. An important assumption is that a study of the linkages between organizations would benefit from an examination of various perspectives that have been developed to help understand the functioning of organizations and their environments. Three major perspectives are identified and described and the influence these perspectives have on the conceptual framework is presented. Various perspectives on environments are then outlined and evaluated and certain assumptions which are important to the study are indicated. Some theorizing about interorganizational linkages or relationships is then presented and a conceptual framework for the study is outlined.

Perspectives on an Organization

Three contrasting definitions which have developed since 1950 have been found useful for this study and form the basis for studying organizations. Each of these is now viewed as useful in examining organizations but each also presents only a partial view of them (Scott 1982:26). The three perspectives represented by these definitions are partially conflicting, partially overlapping and partially complementary to one another and each represents a number of schools of thought that bear a strong resemblance to each other. Various investigations have attempted to combine the perspectives to create a unified approach and several of these are noteworthy. No particular perspective or set of perspectives provides a clear definition of an organization. Relevant aspects may be ignored by one and illuminated by another. Each is instructive according to Scott (1982:56) and recent theoretical developments can be viewed as new combinations of these basic perspectives.

Scott (1982) has grouped the early efforts at defining an organization into two major groups. He refers to them as the rational system and the natural system perspectives. The rational system perspective is described by analysts as having heavy emphasis on goal specificity and formalization. The natural system analysts on the other hand emphasize the behavioral structure and see a disparity between the stated, official goals of an organization and the actual real, operative goals. Scott (1982:22) proposes the open systems approach as having more utility than either of these two. In the open system perspective, an organization is characterized as being "an opportunistic collection of divergent interest groups temporarily banded together". Scott defines an organization as

> a coalition of shifting interest groups that develop goals by negotiation; the structure of the coalition, its activities, and its outcomes are strongly influenced by environmental factors.

Hall (1977) also grouped the work of early theorists into two general perspectives and then proposed his own perspective. The closed system perspective owed its origin to Weber (1947tr) and his writings on bureaucracy. Goals and purposes are clearly defined and highly rational procedures are adopted for achieving these goals. It is relevant to this proposed study to note that the dimensions of an organization receive some attention from this school of writers. For instance, the organizational goals presented by Hage (1965) are adaptiveness, effectiveness, efficiency and satisfaction and the organizational means are identified as complexity, centralization, formalization and stratification. These are important elements in the development of later perspectives.

In the open system perspective described by Hall the parts of an organization are interdependent and the general environment has a tremendous impact on how an organization is structured and operated. Katz and Kahn (1966) have contributed to this perspective with their approach that organizations are affected by input by what transpires inside the organization and by the environmental acceptance of the organization's output.

Hall proposes his own theory called the contingency - choice theory which combines the open and closed systems approaches. This premise is that organizations attempt to be rational, controlling their internal operations and their environment as much as possible but never completely achieving this goal. Lawrence and Lorsch (1973) contributed heavily to this perspective. The organization, through its attempts to achieve its goals finds that its structures and processes are affected by external as well as by internal factors.

Both Hall and Scott found the early perspectives on organizations somewhat limiting. The rational or closed system did not take into consideration the environmental influences which act on an organization, nor the effect of the social behavior of the members of an organization. The natural or open systems considered these to the exclusion of rational behavior. The open system theory of Scott and the contingency-choice theory of Hall were attempts to combine the early perspectives. However, neither of these approaches provided a suitable means for analyzing and studying organizations. The work of Van de Ven and Ferry (1980) however has built on the conceptualizations identified by Hall and Scott, but focuses primarily on the environment of organizations and specifically on the relationships between organizations.

Van de Ven and Ferry (1980) see an organization as "an open social action system consisting of many different forms of structure and processes." They describe the action system as a series of choices made regarding people, money, environment and work by decision makers and a repetitive cycle of procuring, transforming, and distributing inputs into outputs. The action system is constrained by environmental and economic factors to the extent that resources such as raw materials or clients, money, technology and equipment, and labor must be delivered and products or services provided to its markets. The structure of an organization is found in the program that is used to govern the behavior of the members and is illustrated by the flows of information and resources among positions. The complex organization consists of many differentiated but interdependent sub-systems which are linked together as an overall organization system through information and resource flows.

The conceptualization of an organization as consisting of many sub-systems is important because it allows researchers to study smaller units and makes the task more manageable. Also resource and information flows can be measured and correlations can be determined from the data.

This perspective of an organization, however, places heavy emphasis on constraints imposed by environmental factors that affect resource and information flows to and from other organizations. Therefore the various environmental perspectives which have influenced the Van de Ven and Ferry view are outlined in the next section.

Perspectives on Organizational Environments

According to Scott (1982:18), no organization is self sufficient. Every organization exists in a physical, technological, cultural and social environment and depends for survival on the types of relationships it establishes with the larger system of which it is a part. The importance of environmental linkages has been given great emphasis in recent works. Since participants are involved in more than one organization at a time, their involvement with outside organizations is bound to have an influence on behaviour within the organization. To study an organization without considering the environment would be missing one of the fundamental characteristics of organizations.

Technologies are rarely created by an organization. Rather they are imported from the environment and bring with them inputs to be processed by the organization. The organization's goals receive support from the environment according to the value general society places on the function of the organization. Even the social structure is borrowed from, or strongly influenced by, the environment.

While no one element is dominant in an organization to the extent that it can be studied to the exclusion of all others (Scott: 1981), it is possible to consider an organization from an environmental view point because the environment influences so strongly the structure, goals, participants and technology that are present.

Hall (1977) states that the environment of organizations is a critical factor in understanding what goes on in and about an organization. He divides environmental conditions into two categories, general and specific. The general conditions are those that must be of concern to all organizations. These conditions are the technological, legal, economic, demographic ecological and cultural environment.

Hall sees the specific environment as composed of those other organizations and individuals with which an organization is in direct interaction. The interactions he defines as the interorganizational relationships.

Aldrich (1979) has outlined seven dimensions of the environment. He refers to the following variations as possibilities for organizations involved in the production of goods.

Stability or instability - the degree of turnover of elements in the environment.

Homogeneity or heterogeneity - how similar are the populations

Concentration or dispersion - the degree to which the population is distributed across the domain of the organization.

Environmental capacity - the level of resources available

Domain consensus - recognition of organizations right to its domain

Turbulence or placidness - how disturbed is the environment

Mutability or immutability - how open to change is the organization

Kelly (1980:464) summarizes his thoughts on environments with the following statement:

> there is something outside the organization called the environment that is made up of other organizations. Organizations trade with their environments - importing materials, energy, information and people; transforming them; and exporting them into the environment with value added.

The environment forces, as he sees them, are political, economic, legal, technological, and ecological. The external environment has two elements, the immediate and the remote with the former forces making up the remote element. It is the remote element which he feels may be the more important. The climate or perceived environment is critical to organizational development. The structure, process and value dimensions are the aspects of an organization that should be considered in assessing its distinctive climate.

Van de Ven and Ferry (1980) while drawing from these theorists have criticized their perspectives for treating the environment too broadly as a set of constraining social and economic phenomena. They have stated that each unit within an organization can have a different relevant environment and indeed some units can perform boundary spanning roles and can buffer other units from certain environmental influences. Therefore any consideration of environments should focus on the unit level rather than the organization level and should take into consideration the role of boundary spanners. By identifying relevant environments for each unit and by measuring the same dimensions in each of the environments a comparison of the characteristics of each environment can be made.

They state that a relevant environment or situation in which a unit of an organization is found has six variables which should be considered because they strongly affect any interorganizational relationship which is established. Hall (1982) has also discussed situational factors and terms them preconditions for a relationship. The variables described by Van de Ven and Ferry appear to be the most inclusive and are listed as resource dependence; response to opportunity, problem or mandate; awareness; consensus/conflict; domain similarity; and size. (They are described in the next section as preconditions for an IR).

This perspective on an environment appears to be extremely useful in examining an IR because the variables are measurable and meaningful. The review of related research presented in a later section will outline several studies which present evidence of the utility of the dimensions in predicting and describing the effectiveness of an IR.

These perspectives offered on organizations and environments were reviewed in order to set the stage for consideration of the relationships which occur between the two. A multi-faceted view of an organization and its environment appears essential if an understanding of the interaction processes is to occur. The next section deals with ways of looking at these interaction processes or relationships. This is the major focus of the study and from the material presented a conceptual framework has been developed.

Interorganizational Relationships (IR's)

The interaction between an organization and the relevant environment in which it is found can now be considered on the basis of the perspectives presented in the previous sections.

Van de Ven and Ferry (1980) view an IR as a social action system and operationally define its characteristics in terms of structure, process and ends. An IR occurs when "two or more organizations transact resources of any kind (money, physical facilities and materials, customer or client referrals, technical staff services.)" The IR can be temporary or long-lasting and can be examined from a pair-wise, set, or network perspective. The interorganizational set (which is important in the conduct of the present study) focuses upon a cluster of dyadic IR's of a particular focal organization (FO) with other member organizations (MO's). Van de Ven and Ferry (1980) feel that the interorganizational set can provide an understanding of how a focal organization affects or is affected by its member organizations.

The reason an organization participates in an IR is the attainment of goals that it cannot reach by itself. Therefore a measure of the effectiveness of an IR can be considered the extent to which the participating organizations perceive they are attaining their self interests and the extent to which they believe their involvement in the IR is worthwhile, equitable, productive and satisfying. The IR adopts a structure and process for organizing the activities of its members. Structure is the administrative arrangements that are established to define the role relationships of its members. Process refers to the flow of activities (resources and information) which move between the organizations.

Situational Variables

The interorganizational relationship is affected by the context or situation in which each organization is found. Several variables have been identified by theorists in this field as previously stated. They are defined as the preconditions for interaction to occur.

Hall (1982) refers to these preconditions as situational factors and identifies them as being crucial to interorganizational relationships.

Awareness. Units of organizations vary in their awareness of the organizational field or environment around them. This awareness refers to both the recognition of other organizations and the recognition that the organizations are interdependent. IR's will not occur unless there is an awareness of potential or actual interdependence. The representatives must be aware of the existence of the other organization and have a mutual acquaintance with representatives.

Domain consensus - dissensus. The domain of an organization can refer to the geographical area served or the level of agreement about role or task differentiation among organizations involved in an IR. Organizations could claim the same domain with consensus or dissensus. (agreement or disagreement)

Geographical proximity. This dimension refers to the spatial distance between organizations or their subunits. Co-ordination is easier if units are physically close to one another.

Localized dependence refers to the degree to which the organization is dependent on the local area for its resources rather than a more widely dispersed resource base.

Size. The size of the actual or potential organization set is a situational factor. If an organization has a large number of IR's the strength of each is liable to be weaker.

The situational variables identified by Van de Ven and Ferry (1980) have some similarity to those of Hall. They identify six.

Resource dependence is based on the organization's reciprocal needs for external resources and other organizations in the network.

Response to problem, opportunity or mandate refers to the perceived willingness of an organization to respond to an external problem, opportunity or mandate.

Awareness requires knowledge of system needs, problems or opportunities and of another organization's services and goals. A personal acquaintance with organization representatives is also part of the awareness factor.

Consensus requires agreement among organizations on solutions to needs or problems and on services and goals of the organizations in the network.

Domain similarity deals with the sameness of organization goals, services, staff skills and clients.

Size is defined as the number of organizations in the network.

The similarities in factors to those of Hall are evident in awareness (awareness), consensus (domain consensus, dissensus), domain similarity (domain consensus-dissensus, and geographical proximity), resource dependence (localized dependence) and size (size). The new factor contributed by Van de Ven and Ferry is "response to mandate, problem or opportunity".

As stated in the previous section the situational variables of Van de Ven are measurable and meaningful. They represent preconditions or relevant environmental conditions which will strongly affect the dimensions of an IR. These dimensions will now be described.

Dimensions of an IR

The dimensions which characterize an interorganizational relationship have received considerable attention from theorists. The following section will present three frameworks and one will be selected as pertinent to the present study.

Van de Ven and Ferry (1980) have outlined a useful framework which combines the structural and process dimensions and avoids the difficulty of determining whether a resource or information flow is a structural component or a process component. They refer to four dimensions:

Formalization is the degree to which rules, policies and procedure govern the role behavior and activities of the organizations in the network. The two aspects of this are the extent to which rules, policies and procedures govern the interorganizational agreement and contacts.

Complexity refers to the number of different resources which are transacted in the IR and the number of cliques or subgroups in the communication network.

Centralization refers to the centrality of decision making and the centrality of information and resource flows.

Intensity refers to the strength of the IR which is shown by the amount of resources being exchanged and the frequency of information exchange.

Hall (1982) has chosen to describe the dimensions in a different fashion. He states that IR's occur in an environment and in a situational context but they occur for some reason. His bases of interaction are; ad hoc bases where there is little or no previous patterning of a relationship; exchange bases where two organizations voluntarily undertake activities to realize their respective goals; formalized agreements where official sanction is given; and mandatedness where IR's are governed by law.

Hall next describes the content of the IR in terms of resource interdependence, intensity, joint programs and director interlocks. Finally he introduces ten transaction processes. These processes are identified as interaction formalization, interaction standardization, importance, frequency, reciprocity, power, co-operation, conflict, conflict resolution and co-ordination.

Marrett (1972) refers to the dimensions of interorganizational exchanges as: degree of formalization which is the extent to which an exchange is given official recognition and to which an intermediary co-ordinates the relations; degree of intensity which means the size of the resource investment and the frequency of interaction; degree of reciprocity or the extent to which resources are mutually exchanged and to which the terms of interaction are mutually reached; and degree of standardization which is measured by the fixedness of the units of exchange and the procedures for exchange.

The approach followed by Van de Ven and Ferry (1980) would appear to incorporate those dimensions of an interorganizational relationship identified by the other theorists and provides the basis for the conceptual framework identified in the next section.

Conceptual Framework

The discussion of the linkages between organizations can be summarized by the following statements. An interorganizational relationship typically develops as a result of a linkage between two or more organizations in order to attain goals which cannot be achieved independently. The members of these organizations operate within a general environment which is common to all organizations as well as in a specific environment which contains various situational variables that affect the interorganizational relationship. These situational variables are identified as resource dependence; the desire to respond to a perceived problem, opportunity or mandate; awareness; consensus; domain similarity; and size (Figure 1). As a result of the situational context in which the organizations relate with one another the interorganizational relationship is characterized by the strength or weakness of the process and structural dimensions which develop. These dimensions are intensity, formalization, complexity and centralization.

The intensity of the IR is shown by the extent of the resource and communication flows between the two organizations. The formalization of the IR is determined by the degree to which agreements are standardized and the degree to which the resource flows are organized. The complexity of the IR refers to the number of different resources which are transacted (variability of resource flows) and the number of subgroups or cliques which participate in the communication network. The centralization of the IR is illustrated by the extent to which decisions of the IR are binding upon the two organizations and the degree to which the resource and communication flows are centrally controlled (interorganizational influence).

Members of each of the organizations have perceptions of how effective the IR is in helping them attain their goals. This perception can influence the continuation, growth or decline of the IR. As a result any analysis of an IR may be time specific in that the relationship may be strengthening or weakening. Long lasting IR's would normally indicate that the relationship is stable but factors such as the degree to which relationship is mandated might cause even an ineffective relationship to continue.

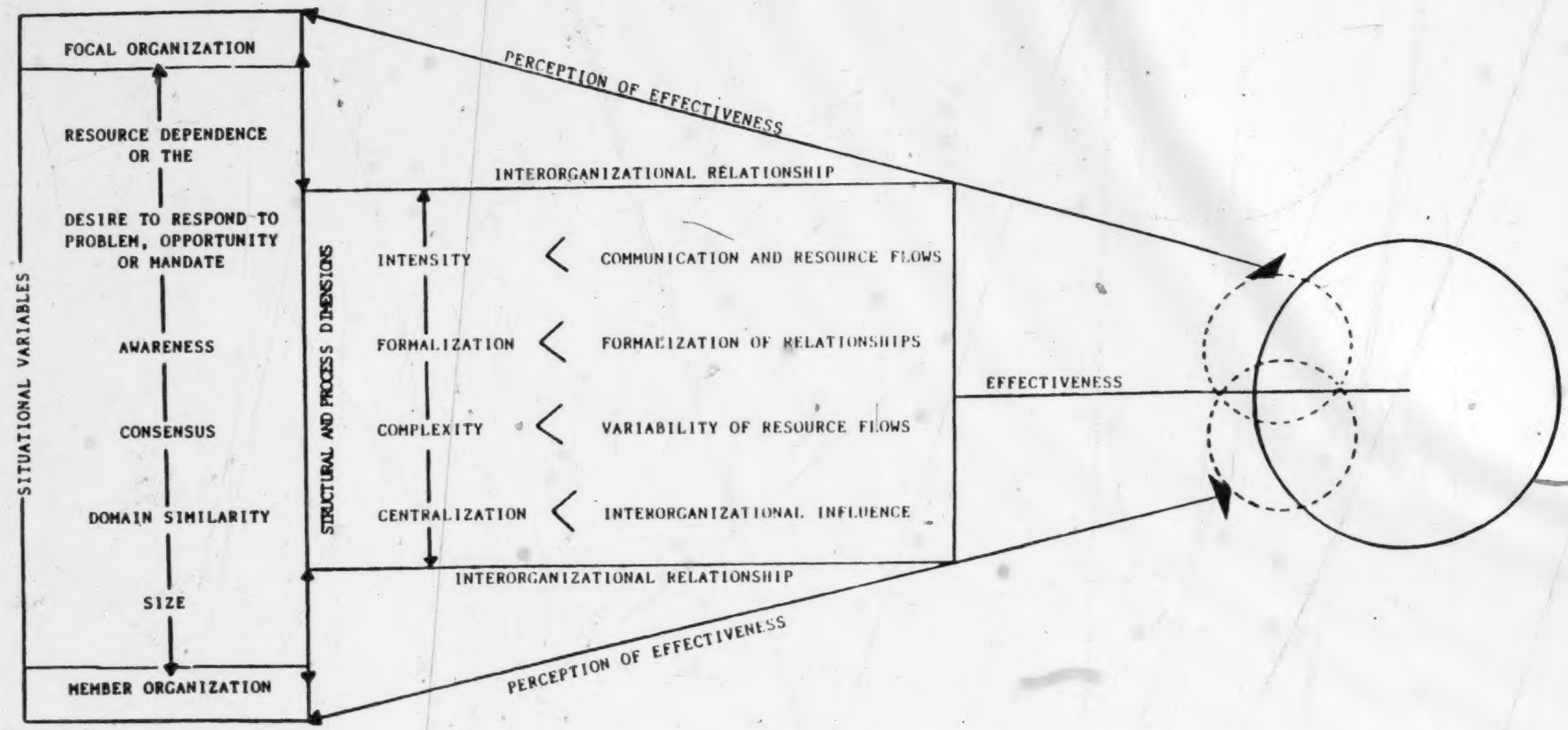
FOCAL ORGANIZATION
RESOURCE DEPENDENCE OR THE
DESIRE TO RESPOND TO PROBLEM, OPPORTUNITY OR MANDATE
AWARENESS
CONSENSUS
DOMAIN SIMILARITY
SIZE
MEMBER ORGANIZATION
SITUATIONAL VARIABLES
STRUCTURAL AND PROCESS DIMENSIONS
PERCEPTION OF EFFECTIVENESS
INTERORGANIZATIONAL RELATIONSHIP
INTENSITY < COMMUNICATION AND RESOURCE FLOWS
FORMALIZATION < FORMALIZATION OF RELATIONSHIPS
COMPLEXITY < VARIABILITY OF RESOURCE FLOWS
CENTRALIZATION < INTERORGANIZATIONAL INFLUENCE
INTERORGANIZATIONAL RELATIONSHIP
PERCEPTION OF EFFECTIVENESS
EFFECTIVENESS

FIGURE 1 CONCEPTUAL FRAMEWORK FOR EXAMINING IR'S

This conceptual framework serves as a guide for the description of the linkages and the determination of the effectiveness of the linkages. It also enables some conclusions and generalizations to be drawn about the utility of the Van de Ven and Ferry framework for studying IR's. The related research section which follows provides some indications of other findings on linkages which have relevance to this study.

Chapter 3

REVIEW OF RELATED RESEARCH

The following review of related research includes discussion on the importance of the boundary spanning function to IR's and descriptions of other relevant research studies which have focused on the dimensions of IR's.

IR's and the Boundary Spanning Function

A framework for the study of relations among organizations developed by Guetzkow (1966) introduced the concept of boundary spanner -- the individual whose role is specifically to be a liaison between the organization and its environment. While the focus of the proposed study is the inter-organizational relationships which exist rather than the individuals involved, these boundary spanners are an important source of information on the dimensions of the relationship and therefore an understanding of their role is considered important.

Ratsoy (1979) has indicated that findings of studies on the boundary spanning function are similar to those concerning interorganizational linkages generally. The individuals who perform the function provide a particular type of linkage between organizations and play an important role in disseminating information about the organization to other significant organizations. In addition, they collect relevant information from the environment, process it, and disseminate it to the organization in which they are found. Ratsoy further states that, in education, boundary spanning typically is part of the role set for administrative personnel. This statement gives validity to the selection in the proposed study of the administrative heads of departments in Alberta Education as the key people to contact to determine the linkages which exist with the selected organizations. Van de Ven (1975) also states that one approach to identifying the informants in various organizations is to ask the directors in the organization to identify the individuals in the other organizations most responsible for co-ordinating activities with them. Not only do boundary spanners disseminate information between organizations they also assess and judge the effectiveness of the linkage. Their perceptions determine if the relationship is on-going or temporary.

Hall (1982) refers to boundary spanners as "gate keepers who are designated to admit certain information about the environment that is relevant to the organization." (pp 312) They are the individuals within an organization who make the organization aware of the resources available from the environment, who perceive opportunities or identify mandates and who pass on pertinent information to significant other organizations.

Van de Ven and Ferry (1980:242) state that the boundary spanning function is to establish a more stable environment for the organization. This is accomplished by boundary spanners seeking out alternative supplies of resources when the organization does not have sufficient. The level of awareness of the existence of resources and the level of consensus which can be reached with other organizations are key dimensions of an IR which boundary spanners can influence. Van de Ven and Ferry (1980) have therefore developed their analysis system for examining IR's to reach conclusions based on information supplied by boundary spanners.

This approach has been employed by a number of other researchers to study the dimensions of IR's. A number of these are outlined in the following section.

Related Research Studies of IR Dimensions

The following review of related research focuses on research studies whose authors have examined the dimensions of an interorganizational relationship as described in the preceding chapter. The studies which appear to have relevance for this study are those of Young (1979), Andrews (1978), Mutema (1981), Mann (1982), Germscheid (1982), Wiant (1984), Kennedy (1988), Gessesse (1988) and Jeffrey (1989). The findings and implications are outlined briefly.

Andrews (1978) explored the relationships that existed between interorganizational linkages, degree of integration, and effectiveness of four joint co-operative programs for the preparation of allied health professionals. He made use of Marrett's (1972) conceptualization of relational properties to identify three linkage dimensions, formalization, intensity, and reciprocity. Her fourth dimension, standardization, was included in the formalization dimension.

The findings of his study led him to generalize that high resource commitment is likely to lead to high formalization and clear reciprocity as well as structural standardization. On the other hand if one organization commits extensive resources while the other does not, then the reciprocity dimension will not be clearly defined. If the resource commitment is high along with high formalization and standardization then student achievement in the program is likely to be higher.

If the study is validated by further research and the generalizations are transferable to other interorganizational relationships, then the administrators of educational organizations involved in joint programs would be able to structure the relationship with these findings in mind.

The research has relevance for this present study because it also focuses on a number of structural and process dimensions which are considered important in interorganizational linkages. As well the study takes place in an education setting. The conceptual framework is based on Marrett's (1972) relational properties of formalization, intensity, reciprocity and standardization which along with resource commitment are used to determine the effectiveness of the programs. The work of Marrett has been acknowledged by Van de Ven and Ferry (1980) and forms part of their conceptualization of situational variables, structural and process dimensions and outcomes.

The Andrews study was a case study or qualitative research project with only some quantitative measures included. Further research will be needed to validate the findings and to measure the transferability to other educational organizations.

Kennedy (1985) investigated the linkage characteristics of three allied health programs to determine if Andrews' propositions were applicable to other cooperative programs. He concluded that the five generalizations of Andrews seemed to hold true for some other programs. However, he cautioned that continued research is necessary to develop a more refined method of analyzing linkage dimensions. The implication is that further studies such as the present study are required to explore linkages in order that dimensions such as effectiveness can be more clearly defined.

Mutema (1981), like Andrews, studied interorganizational linkages between medical centers and therapy departments of eight provincial hospitals in Kenya. He also examined the relationship between the forms of linkages and the effectiveness of clinical practice. He used all four of Marrett's relational properties and his finding supported her model. This would validate the use of her conceptualizations by other theorists such as Van de Ven (1980).

Germscheid (1982) studied linkages among organizations involved in a cooperative education program. His study was based on the works of such writers as Lawrence and Lorsch (1969), Garrett (1971) and Hall (1977) and followed closely the Andrews (1978) study. The extent of formalization, the intensity of the relationship, the degree of reciprocity and the degree of program integration were the specific linkages examined.

The study revealed that positive relationships existed among most of the variables employed. The author concluded that if organizations wish to increase the benefit attainment of a relationship then the administrators should examine the pattern of linkages to ensure that formalization, integration and reciprocity dimensions are fully developed and that perceptions of the effectiveness of the relationship are positive. This conclusion supports one of the basic propositions of this study: increased knowledge and understanding of linkage dimensions would benefit administrators who are attempting to establish or improve relationships with other oranizations.

Mann (1982) undertook a descriptive study of a Co-operative Education program in its first year of operation in which dimensions of interorganizational linkages were measured using an adaptation of Van de Ven and Ferry's (1980) questionnaire. The dimensions which were measured were situational and structural variables which include the following: interunit awareness; resource dependence; consensus; amount, direction and time spent in communication; ease of communication; extent of formalization; and extent of influence. She found that the most significant variables in terms of predicitability of effectiveness were interunit awareness, formalization of the relationship and interunit resource dependence. Support was lent to the Van de Ven and Ferry hypothesis that the effectiveness of an interagency network can be predicted from the structural dimensions and the situational factors which they outlined in their research study (1980).

Mann's study found that a difference existed in the situational and structural variables which were identified as most significant for public and private organizations. Since the Co-operative Program was in its first year of operation and since applicability of the questionnaire to certain segments of the population was questioned, Mann cautions on the use of the findings.

The study has relevance to the present study because of the use of the Van de Ven and Ferry (1980) questionnaire and the focus on situational and structural variables. Her findings generally supported the use of the questionnaire at least for considering co-operative education interorganizational linkages. Again the transferability of the findings to other educational organizations must be validated by further research.

Young (1979) examined the relationship between selected linkage, process and implementation variables and the effectiveness of temporary adaptive systems in three Alberta universities. The study was descriptive and exploratory and relied heavily on a series of case studies to produce the study findings. Again, as a result, the findings are tentative and subject to further validation.

The linkage variables studied were formalization, intensity, reciprocity, positive consensus, functionality-over-time and timing, and these are examined for their relationship to various effectiveness indicators. Supplementary variables identified in the study were size, timing and the personal factor. With the exception of functionality-over-time and timing, these variables are all elements in some form or other of the dimensions described by Van de Ven and Ferry. Formalization, intensity, positive consensus, and size are direct elements. Reciprocity is part of resource dependence and the personal factor is part of awareness. Even elements of functionality-over-time and timing are included in the intensity dimension.

The temporary nature of the systems studied may limit the relevance of the findings to the present study which examines more permanent relationships but since interorganizational linkages tend to begin with tentative, temporary associations the findings may be transferable.

A study which has considerable relevance to the present study is one completed by Wiant et al (1984). It deals with the need to develop more co-ordinated relationships between vocational education and related service deliverers and describes in considerable detail the interorganizational linkage dimensions using the Van de Ven and Ferry (1976) conceptualization.

The study was completed in 1984 but makes use of the older Van de Ven (1976) conceptual model. Some modifications are made to the model by introducing dimensions which have been included in the Van de Ven and Ferry (1980) publication.

The modifications which were made by Wiant et al resulted in the following changes to the dimensions: resource interdependence / mutual benefit replaces resource dependence; awareness / mutuality replaces awareness; and structural and procedural conflict are added as a separate dimension instead of being included under the consensus/conflict dimension. In addition Van de Ven and Ferry incorporated the resource and information flows under the intensity dimension rather than treating them as separate dimensions. These modifications are clearly incorporated in the later model outlined in the 1980 publication by Van de Ven and Ferry and therefore the conceptual framework is very similar.

An interesting feature of the study is the use of a structured interview protocol, other descriptive studies of the organizations and an on-site study of the organization as alternative methods of collecting data. In other words the Van de Ven model has been used to describe the interorganizational dimensions of the dyadic relationships on the basis of interview and document analysis data rather than the structured questionnaire. The interview questions bear some similarity to those of Van de Ven and Ferry but there is no attempt to compute indices.

The study showed support for the usefulness of the situational, structural and process dimensions in describing and explaining effective interorganizational relationships and its authors forecast their usefulness as predictors of effectiveness of educational interorganizational relationships.

The Wiant study is important to the present study because it considered very similar dimensions in its interorganizational relationships. If similar findings are evident in the present study then strong support will be provided for the Van de Ven and Ferry model. Also the interorganizational relationships of educational organizations were examined by non-statistical means using the Van de Ven and Ferry conceptual framework rather than by a statistical approach. If the present study, which follows a statistical format (but the same basic conceptual framework,) shows similar support for the usefulness of the Van de Ven and Ferry model its use in studies of educational interorganizational relationships will be substantiated and enhanced and will enable less cumbersome and less time consuming methods to be employed in analysis of organizations.

Gessesse (1988) studied the strength of interorganizational linkages and determined the effectiveness of federal and territorial government agencies in the implementation of the Institutional Training Program in the Northwest Territories. He used the Van de Ven and Ferry (1980) questionnaire to collect perceptual data and based his study on the conceptualization of Marrett (1970) and Van de Ven and Ferry (1980). The dimensions which were examined were formalization, intensity, reciprocity, standardization and effectiveness.

The study findings were hindered by the small number of respondents (n = 15) to the linkage questionnaire. However, Gessesse concluded that the Van de Ven and Ferry instrument was useful for collecting data and that Marrett's dimensions of formalization, intensity, reciprocity and standardization were useful in assessing the cooperative linkages of government agencies. The effectiveness dimension of Van de Ven and Ferry was also considered useful. These conclusions help to validate the use of the Van de Ven and Ferry conceptualizations and questionnaires in the present study.

A relevant research study was carried out almost concurrently with the present study by Jeffrey (1989). The data collection was completed approximately two years prior to data collection for this study but the dissertation was not completed until after the data collection for this study had been completed and the data analyzed. It examined the linkages and effectiveness of relationships between the Alberta Teachers' Association and other educational organizations. It included all of the organizations examined in the present study but used the Alberta Teachers' Association as the focal organization rather than the Alberta Department of Education. The study also employed the Van de Ven and Ferry (1980) instruments to obtain perceptual data. Its purpose was to identify what interorganizational linkages were effective in different situations and to ascertain the utility of the relational-properties approach and the Interunit Relations Module of the Organization Assessment Instruments designed by Van de Ven and Ferry (1980).

The dimensions examined were identical to those examined the present study. Jeffrey concluded that the instruments were useful for studying relationships in an interorganizational set and that the linkage-dimensions approach had utility for assessing the relationships between educational organizations. He recommended that a study should be undertaken with a major commonweal organization such as Alberta Education as the focal organization, rather than a mutual-benefit association such as the Alberta Teachers' Association, in order to provide further insights into educational organization linkages.

The present study has employed Alberta Education as the focal organization and therefore it may be possible for future researchers to compare the findings to determine if supportive evidence is provided for the linkage dimensions approach.

The research studies which have been outlined are examples of interorganizational relationship studies using situational variables, structural and process dimensions and effectiveness outcomes. The conceptualizations of Marrett (1972) have formed the basic framework for several of the studies and her concepts have received considerable support. The concepts posited by Van de Ven and Ferry (1980) are also based in part on those of Marrett and therefore she should be acknowledged for her contributions. The present study is also based in part on the work of Marrett and more completely on that of Van de Ven and Ferry. The design and methodology are presented in the next chapter.

Chapter 4

RESEARCH DESIGN, METHODOLOGY AND RATE OF RESPONSE

The purpose of this chapter is to describe the research design used in this study of the interorganizational relationships which existed between the focal organization, the Alberta Department of Education, and the five selected member organizations of its organizational set. The research problem and the specific questions which were drawn from it are described and a brief outline of the focus of the study is given. The data collection section provides information on the instrument used to gather data and indicates the response rates to the questionnaires. The data analysis section describes the treatment processes which were used to analyze the data.

Statement of Problem

The use of a problem statement and researchable questions was deemed appropriate for the study. In addition, the nature of the study suggested a role for the interview as a method for confirming or gathering supplementary data. The information obtained was deemed important to the understanding and interpretation of the circumstances and conditions of the relationships that existed.

Research Problem

The problem of the study was to describe the interorganizational relationships that existed between Alberta Education and five other selected educational organizations in the province and to determine the effectiveness of these relationships. The findings were used to make generalizations about the utility of the Van de Ven and Ferry conceptualizations for understanding relationships among educational organizations.

In order to provide answers for the major problem of the study it was deemed necessary to redefine it in terms of twelve research questions. These questions formed the framework for the study and are outlined in the Data Analysis section later in this chapter. They focus on the identification of boundary spanners, the situational variables, and the structural, process and effectiveness dimensions which Van de Ven and Ferry (1980) identified as being important factors in interorganizational relationships.

The Focus of the Study

The intention of the study was to gain an understanding of the linkages that existed and the effectiveness of these linkages. The focus was upon the linkages between Alberta Education and five provincial educational organizations, namely: the Alberta Teacher's Association, the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, the Association of School Business Officials of Alberta and the Alberta Federation of Home and School Associations (Figure 2). The linkage variables and dimensions examined were based on the Van de Ven and Ferry (1980) model. (The terms "variable" and "dimension" are considered synonymous in this study but for purposes of clarity and differentiation references are made to "situational variables" and "structural, process and effectiveness dimensions".)

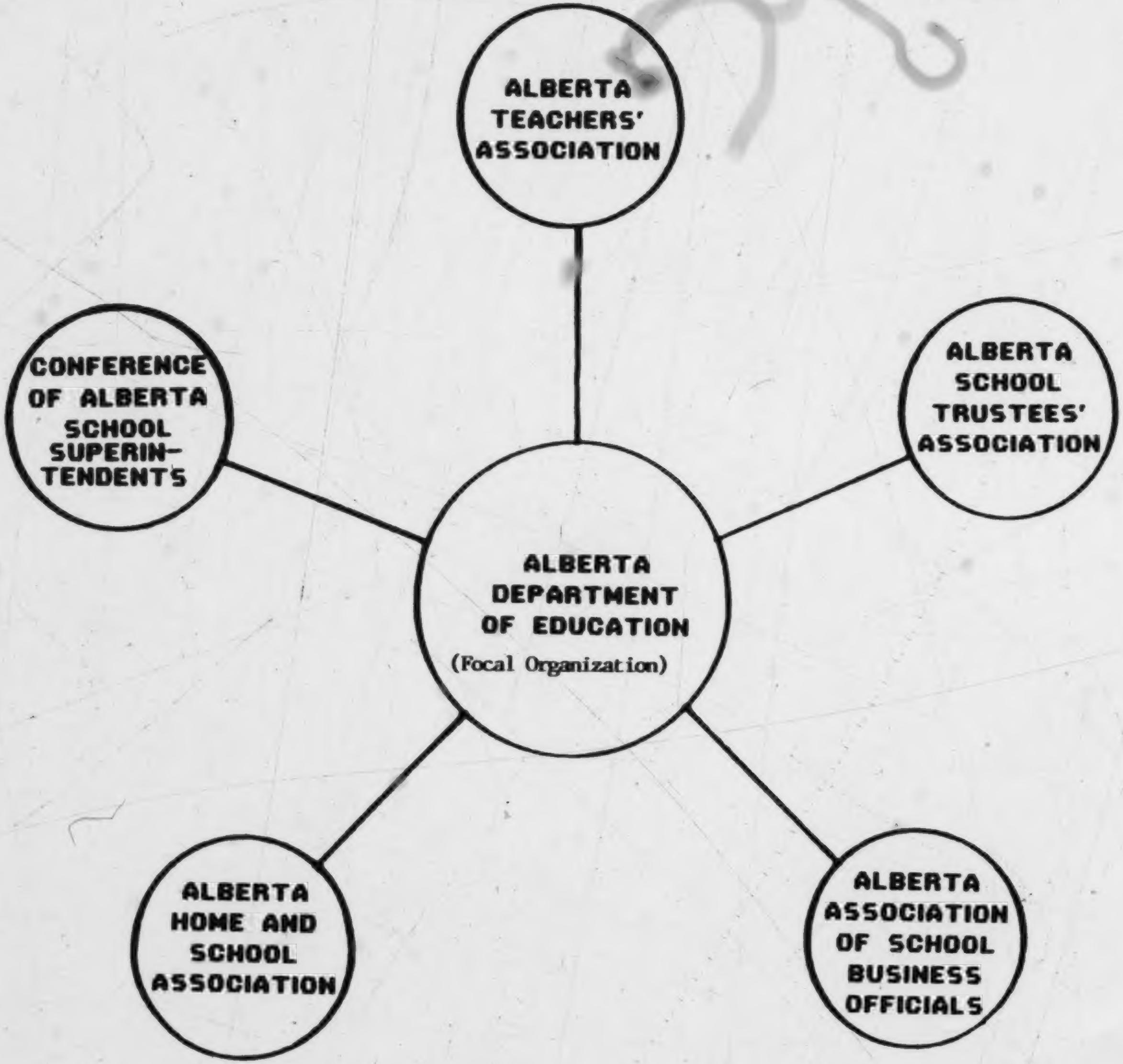
ALBERTA TEACHERS' ASSOCIATION
CONFERENCE OF ALBERTA SCHOOL SUPERIN-TENDENTS
ALBERTA SCHOOL TRUSTEES' ASSOCIATION
ALBERTA DEPARTMENT OF EDUCATION
(Focal Organization)
ALBERTA HOME AND SCHOOL ASSOCIATION
ALBERTA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

FIGURE 2 AN INTERORGANIZATIONAL SET FOR ALBERTA EDUCATION

Situational Variables

The six situational variables were selected from those identified by Van de Ven and included (1) resource dependence, (2) awareness, (3) personal awareness, (4) conflict/consensus, (5) conflict resolution, and (6) domain similarity. These variables represent the conditions or situation under which the linkage has developed.

Process and Structural Dimensions

The process and structural dimensions which were examined were (1) communication and resource flows, (2) formalization of relationships, (3) variability of resource flows, and (4) interorganizational influence. These dimensions of the linkage were affected by the strengths or weaknesses of the situational variables.

Effectiveness Indicators

The effectiveness of the relationship was determined by the use of perceptions of the commitment of the organizations, the quality of the relationship and the rating of the relationship by the boundary spanners.

Data Collection

Van de Ven and Ferry (1980: 318) have identified the following steps as being necessary for collecting data on IR's

(a) Identify the relevant organizations that constitute the core system of IR's.
(b) Identify the boundary spanners who are most knowledgeable about the organization's relations with the other organization.
(c) Collect data by having each boundary spanner respond to questions about each of the other organizations.

The member organizations which were illustrated in Figure 2 were pre-selected as relevant organizations for this study because they have formed long-lasting and permanent relationships with Alberta Education. The administrators and their assistants in charge of the various branches and directorates of Alberta Education were identified as the key boundary spanners in that organization and they in turn identified the boundary spanners in the five selected organizations. An instrument was selected to provide appropriate data for the study.

Organizational Assessment Instrument (OAI)

The main sources of data were the answers to questions on adaptations of two of the questionnaires employed by Van de Ven and Ferry (1980) in their longitudinal research program called Organization Assessment. The two questionnaires were the OAI Focal Unit Questionnaire and the OAI Other Unit Questionnaire. They form part of an Organizational Assessment Survey Instrument constructed and validated by Van de Ven and Ferry.

The questionnaires were modified slightly to take into account the fact that the organizations having linkages with Alberta Education were pre-selected for study on the basis of their long standing relationship with Alberta Education, rather than being determined by members of Alberta Education. Another reason for the pre-selection was that one other study recently completed focused on the Alberta Teachers' Association as the focal organization and Alberta Education as a member organization and included the other four organizations (Jeffrey, 1989). A comparison of the results of the two studies may provide interesting data for further research and perhaps theory building. The pre-selection of the other organizations studied, rather than the self-selection by respondents to the Focal

Unit Questionnaire, is an acceptable practice according to Van de Ven and Ferry. They state that "...the FQ could be precoded to specify the names of the other units that one desires to have informants answer for in an organization assessment" (Van de Ven and Ferry, 1980:407).

The Focal Unit Questionnaire was distributed to supervisory employees of Alberta Education. This included the Assistant Deputy Ministers, Directors, and Assistant or Associate Directors. In addition, five Regional Office Directors or their assistant directors were asked to complete the questionnaire. The Other Unit Questionnaire was administered to those important contacts identified in the selected organizations by the members of Alberta Education responding to the FQ.

Follow-up interviews were held with those individuals identified as informants in the interorganizational relationship to clarify the history and dimensions of the linkage and to discuss the effectiveness of the relationship. An outline of the interview questions is included in the Appendix. These interviews were recorded by audio tape or by detailed notes for later analysis. The interviews had both structured and open ended questions which provided further insights into the relationship. The answers to the questions were analyzed to further a qualitative understanding of the nature of the relationship.

Questionnaire Response Rates

The rate of return of questionnaires is an important aspect of any study. A high percentage return is desirable. Certain factors, however, may mitigate against a high return and yet be important information for the study. In this study it was found that a number of directors in Alberta Education were unable to identify any important contacts in the selected organizations. Information on the returns from Alberta Education and the five organizations is presented in the next two sections.

Focal Organization: Alberta Education. Since the purpose of the study was to determine the extent to which linkages existed, it was deemed appropriate to survey all assistant deputy ministers, directors and assistant or associate directors in Alberta Education. Those who were involved in linkages with any of the member organizations would naturally find the study more appealing and therefore would be more inclined to respond to the questionnaire. The specificity of the instrument which asked for names of individuals in the member organizations, who were important to the linkage, quite evidently caused some to indicate that they were unable to complete the questionnaire. Several individuals actually completed the entire questionnaire but were unable to name individuals from the member organizations. Other respondents were able to name individuals from some of the member organizations but not from others. The distribution and rates of return of questionnaires are recorded in Table 1.

Member Organizations. The responses from those individuals identified by Alberta Education respondents were complete as a result of the method employed in collecting the data. In each case the individual was contacted by phone and an appointment arranged at which time the questionnaire was completed and an interview held. Every one of the individuals contacted agreed to participate. It was evident, however, that the distribution of names among the organizations was

Table 1

DISTRIBUTION AND RETURN OF QUESTIONNAIRES BY DEPARTMENT OF EDUCATION MEMBERS

Branches	Number of Departments	Usable	Non-Usable	Non-Returns	% Usable
Student Programs and Evaluation	7	6	1	0	86%
Program Delivering	10	6	2	2	60%
Finance and Administration	8	4	1	3	50%
Totals	25	16	4	5	64%

Table 2

DISTRIBUTION OF BOUNDARY SPANNERS AMONG MEMBER ORGANIZATIONS

Member Organization	Number of Boundary Spanners Identified	Number of Alberta Education Respondents Identifying Boundary Spanners
ATA	4	14
ASTA	5	14
CASS	7	13
ASBOA	4	4
AFHSA	1	3
Total	21	

not uniform. Very few individuals were identified in several of the organizations. In fact the Alberta Federation of Home and School Association had only one individual named. This is important information but it does make it difficult to generalize on some aspects of the study pertaining to AFHSA.

The distribution is outlined in Table 2.

Data Analysis

All data from the questionnaires were recorded in suitable form for analysis. The small number of respondents, sixteen from Alberta Education and twenty one from the member organizations, limited the number of statistical procedures which could be used. The number of supervisory employees of Alberta Education to which the Focal Unit Questionnaire was sent was anticipated to be thirty. Sixteen completed questionnaires were returned. Not all of them identified informants in all of the selected organizations and therefore the number of respondents from each of these organizations varied considerably. Therefore any generalizations based on the findings for these individual organizations would have to be drawn with extreme caution.

The research questions in this study asked for information on boundary spanners and various situational, structural, process and effectiveness characteristics of the relationships between Alberta Education and the selected educational organizations. The variables and dimensions which the questions identified were resource dependence, awareness, personal awareness, consensus/conflict, conflict resolution, domain similarity, communication and resource flows, variability of resource flows, formalization of relationships, interorganizational influence and effectiveness. These are measurable components of the dimensions conceptualized by Van de Ven and Ferry (1980).

The initial question in the Focal Unit Questionnaire asked for the identity of the members of the other organizations with whom the Alberta Education members were in contact. All important contacts identified by the respondents were included in the next phase of the study and unlike the Van de Ven and Ferry methodology no further analysis was needed to select important contacts.

Answers to the rest of the research questions were obtained from the analysis of the responses of those completing the questionnaires. The procedures followed in grouping sets of questions and calculating means were similar to those recommended by Van de Ven and Ferry in their revised Organizational Assessment Instrument. The Statistical Package for the Social Sciences program was used to tabulate responses and to compute a mean and a standard deviation score for each dimension for each pairwise relationship.

Answers to the research questions were provided by analyzing indices computed from responses to the questionnaires. The methods for computing the indices, where applicable, or for providing direct answers to the questions posed, are outlined in the following sections. Table 3 provides a summary of the information.

Boundary Spanners

1. Who are the boundary spanners (persons or positions) most knowledgeable about their respective organizations' relations with Alberta Education? (Basic Identification)

The boundary spanners were identified by the answer to FQ14 which asked for the names and addresses of the primary individuals whom the Alberta Education respondent contacted

Table 3
RELATION OF SURVEY QUESTIONS TO RESEARCH QUESTIONS

	FQ Question	OQ Question
1. Basic Identification Variable		
(a) Name of Boundary Spanner in Other Unit	14	
(b) Reasons for relationship	2	
for work or clients	5a	5a
for resources	5b	5b
for technical assistance	5c	5c
for information	5d	5d
(c) Effectiveness Rating (Prior)	8	4
2. Resource Dependence		
(a) Other Unit on Alberta Education	9	8
(b) Alberta Education on other unit	10	7
(c) Importance	3	19
3. Interunit Awareness		
(a) Awareness	7, 11	3
4. Personal Acquaintance	15, 16	1
5. Consensus/Conflict		
(a) Agreement/Disagreement	17a,b,c, 19,32	2a,b,c, 17,16
(b) Methods of resolving	33a,b,c,d	
6. Domain Similarity	18 a,b,c,d,e,f	
7. Interunit Communications		
(a) Modes	22a,b,c,d	
(b) Amount, direction time	21, 26a, 23	13 12
(c) Ease	24,25	14,15
8. Interorganization Influence		
(a) Alberta Education influence on other unit	13,40	9,26
(b) Other unit on Alberta Education	12,41	10,25
(c) Total influence	13,40 12,41	9,10 25,26
(d) Distribution Average	13,40	9,26
(Difference Of) Average	12,41	10,25
9. Resource Flows		
(a) Other unit to Alberta Education	27a,b,c	
(b) Alberta Education to other unit	26b,c,d	
(c) Variability	28,29,30	
10. Formalization		
(a) Mandated	4a,4d	
(b) Specified (verbal & written)	6a,6b	11a,11b
(c) Standardized	31a,31b	
11. Effectiveness		
(a) Commitments carried out	35,36	20,21
(b) Productive, worthwhile & satisfying	27,38,39	22,23,24
(c) Equality	20	6

or communicated with when dealing with the other organizations. The reasons for the relationship were identified by the responses to FQ2, FQ5abcd and OQ5abcd. The prior effectiveness of the relationship was described by the average response to FQ8 and OQ4 and the importance by FQ3. An example of the type of information obtained to answer the study question was: John Doe (FQ14) of the ATA(FQ1) is an important boundary spanner (FQ3) with Alberta Education in relation to information and resource transactions. (FQ2, FQ5, OQ5)

Situational Variables

2. To what extent does Alberta Education need resources from the selected organizations and the selected organizations from Alberta Education in order to meet organizational goals? (Resource Dependence)

An interorganizational dependence index was calculated by computing the average of FQ9, OQ8, FQ10, OQ7, FQ3 and OQ19. This index was used to compare the dependence of each of the selected organizations with Alberta Education. The average of FQ9 and OQ8 provided an indication of the dependence of the selected organization on Alberta Education. The average of FQ10 and OQ7 indicated the dependence of Alberta Education on the selected organization. The importance of the organization to Alberta Education and Alberta Education to the organization was indicated by the answers to FQ3 and OQ19.

3. How familiar are boundary spanners in Alberta Education with the services and goals of the selected organizations and how familiar are the boundary spanners in the

selected organizations with the goals and services of Alberta Education? (Awareness)

A measure of awareness of each others' services and goals was indicated by the average of FQ7, FQ11 and OQ3.

4. How long have the boundary spanners in each organization known one another and how well do they know one another? (Personal Awareness)

A measure of personal awareness was provided by computing the average of FQ15, FQ16 and OQ1.

5. What degree of agreement or disagreement exists between the boundary spanners in the selected organizations and the boundary spanners in Alberta Education in regard to their operating goals, the specific ways they do their work and the terms of their relationships and how are conflicts resolved? (Consensus/Conflict) (Resolution of Conflict)

The degree of agreement or disagreement was described by computing the average of FQ17a, OQ2a, FQ17b, OQ2b, FQ17c, OQ2c, FQ19, OQ17, FQ32 and OQ16. The methods of resolving conflicts were indicated by the responses to FQ33abcd.

6. To what extent does Alberta Education obtain its resources from the same source as each of the selected organizations and what similarity exists in regard to goals, work technology, professional skills of staff, services provided and clientele? (Domain Similarity)

Measures of extent were indicated by responses to the following questions:

FQ18a - same source of resources

FQ18b - same kind of work

FQ18c - same clientele

FQ18d - same goals

FQ18e - same professional skills

FQ18f - same technology

7. How often in the immediate past and how easily have messages about the relationship or units of exchange passed between the boundary spanners of Alberta Education and the selected organizations; what form have these messages taken; and what percent of their time do boundary spanners spend communicating with their contact in the other organization?

Measures of frequency ease, mode and amount of time were determined by the responses as follows:

FQ22a - frequency of written reports

FQ22b - frequency of face to face talks

FQ22c - frequency of telephone calls

FQ22d - frequency of group meetings

FQ21, OQ13 - overall frequency of contacts (average)

FQ26a, OQ12 - percent time spent with other party (average)

FQ23 - percent of contacts initiated by Alberta Education

FQ25, OQ14 - difficulty getting in touch (average)

FQ24, OQ15 - difficulty getting ideas across (average)

8. To what extent can actions or decisions by members of Alberta Education or members of a selected organization change or affect the internal operations of the other organization in the relationship? (Interorganizational Influence)

Measures of influence were provided by computing the following averages:

FQ13, OQ9, FQ40, OQ26 - influence of Alberta Education over selected organization

FQ12, OQ10, FQ41, OQ25 - selected organization influence over Alberta Education.

9. To what extent, in what direction, and with what variation have resource flows occurred between Alberta Education and the selected organizations? (Resource Flows and Variability of Resource Flows)

Total resource flows from Alberta Education to each selected organization were measured by the sum of FQ27a, FQ27b and FQ27c. Total resource flows in the opposite direction were measured by the sum of FQ26b, FQ26d and FQ26c. The variability was measured by the sum of FQ28, FQ30 and FQ29.

10. To what degree are the role behaviors and activities of members of Alberta Education and the selected organizations specified, mandated or standardized? (Formalization)

The formalization of the interorganizational relationship was be measured by the responses as follows:

FQ4a, FQ4b - extent relation mandated

FQ6a, OQ11a, FQ6b, OQ11b - extent relation specified

FQ31a, FQ31b - extent relation standardized

11. What is the perceived effectiveness of the interorganizational relationship between Alberta Education and the selected organizations? (Effectiveness)

The effectiveness of the IR was measured by the mean response to the following items:

FQ35, OQ21, FQ36, OQ20 - extent commitments are carried out

FQ37, OQ22, FQ38, OQ23, FQ39, OQ24 - extent relationship is productive, worthwhile and satisfying.

FQ20, OQ6 - equality of transactions.

Significant Relationships

12. What relationships exist among the situational, structural, process and effectiveness characteristics of the linkages between Alberta Education and the selected educational organizations and do the findings of the study lend support to the Van de Ven and Ferry conceptualization on the functioning of interorganizational relationships?

Pearson product moment correlation coefficients were computed to determine what relationships existed between and among the situational, structural, process and effectiveness dimensions. These correlations provided the bases to determine if support was lent to the hypotheses proposed by Van de Ven and Ferry.

This analysis provided the information to describe the characteristics of the linkages, the effectiveness of the linkages and the relationships among them.

Summary

This chapter has outlined the research design used in the study to describe the interorganizational relationships which existed between Alberta Education and the five selected organizations. The research problem and focus of the study were stated and the instrument and response rates were described. Methods of obtaining answers to the twelve specific research questions were specifically outlined. The findings of the research are presented in Chapters 5, 6, and 7.

Chapter 5

BOUNDARY SPANNERS AND SITUATIONAL VARIABLES

The first section of this chapter presents demographic information on the boundary spanners in the Alberta Department of Education and the five selected organizations. This information provides answers to the first research question which asked who the boundary spanners were who were most knowledgeable about the relationships between Alberta Education and the five selected organizations. The second section presents the research findings on the situational variables of the linkage between Alberta Education and the five organizations. These findings provide answers to the next five research questions which dealt with resource dependence, awareness, personal awareness, consensus/conflict, conflict resolution, and domain similarity.

Boundary Spanners

The boundary spanners within the focal organization, Alberta Education, were identified as the administrators of the branches and directorates and their assistants. These were the individuals who were responsible for contact with the five organizations. However, not all of these administrators had need for contact and therefore not all the directorates were represented in the study as was indicated in Chapter 4 (Table 1). The characteristics of those that did respond are outlined in this section.

All of the boundary spanners in the member organizations who were identified by the Alberta Education respondents completed the questionnaire and participated in the study. The number identified in several of the organizations was extremely low, however. While this fact does provide an indication of the strength of the linkage it makes statistical use of the findings for that particular organization very difficult. However, information on all the boundary spanners identified is provided.

Focal Organization Boundary Spanners

Alberta Education is divided into three main branches each under the direction of an assistant deputy minister who is responsible directly to the deputy minister. The three branches are Student Programs and Evaluation, Program Delivery, and Finance and Administration. Each of these branches contains a number of directorates or departments which are headed by a director. The director may be assisted by an associate director. The complete directory is shown in Figure 3. The respondents from each of the branches are identified in the following sections. They have held their positions for an average of 5.5 years. The distribution and frequency of the length of time of employment are shown in Table 4.

Student Programs and Evaluation Branch. This branch consists of six directorates or departments and one deputy minister. Responses were received from the assistant deputy minister and five of the directors or assistant directors. Only the Native Education Project was not represented in the responses.

The branch is responsible for developing curriculas, providing support in language services, maintaining records, evaluating students and providing correspondence services.

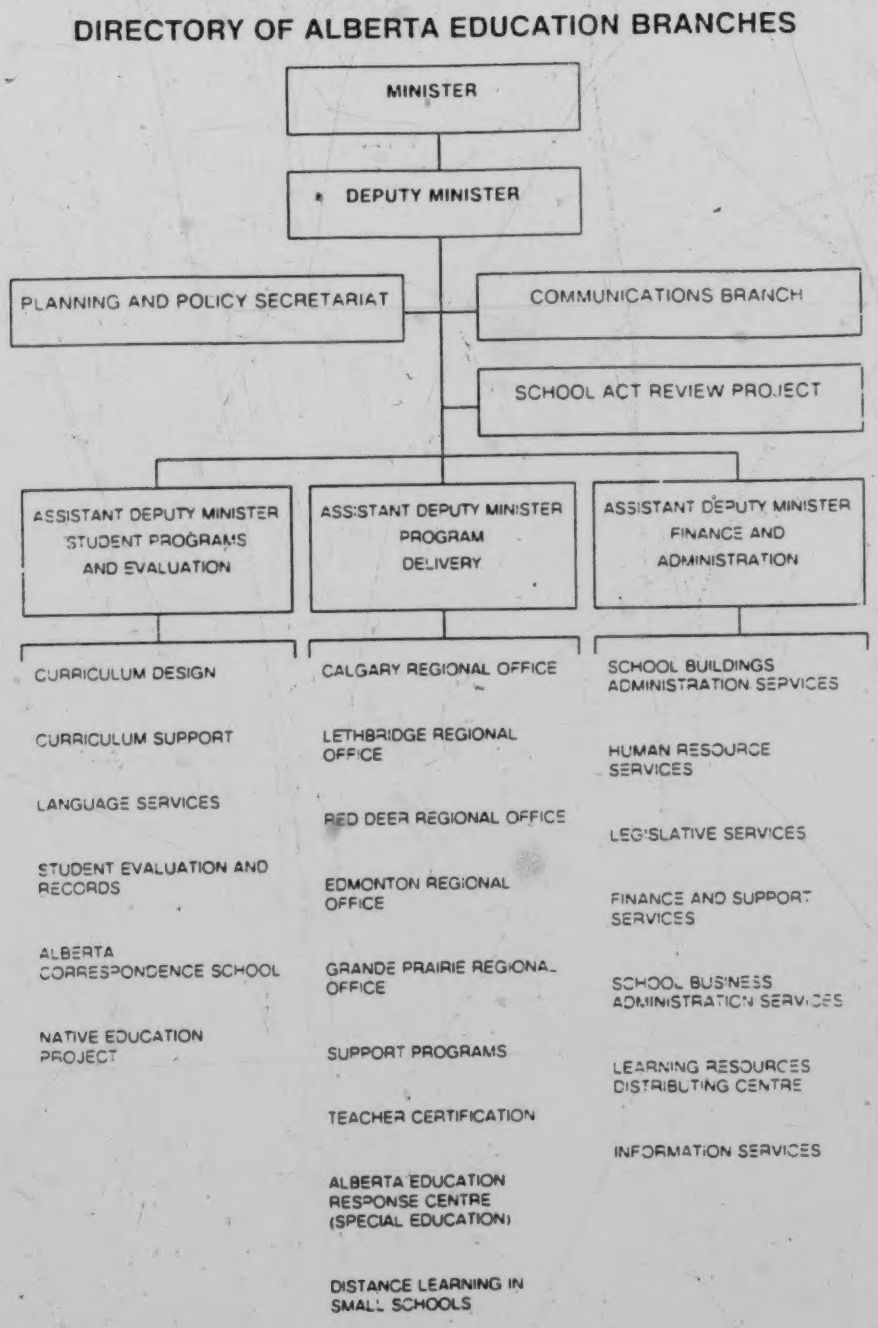
DIRECTORY OF ALBERTA EDUCATION BRANCHES
MINISTER
DEPUTY MINISTER
PLANNING AND POLICY SECRETARIAT
COMMUNICATIONS BRANCH
SCHOOL ACT REVIEW PROJECT
ASSISTANT DEPUTY MINISTER STUDENT PROGRAMS AND EVALUATION
ASSISTANT DEPUTY MINISTER PROGRAM DELIVERY
ASSISTANT DEPUTY MINISTER FINANCE AND ADMINISTRATION
CURRICULUM DESIGN
CURRICULUM SUPPORT
LANGUAGE SERVICES
STUDENT EVALUATION AND RECORDS
ALBERTA CORRESPONDENCE SCHOOL
NATIVE EDUCATION PROJECT
CALGARY REGIONAL OFFICE
LETHBRIDGE REGIONAL OFFICE
RED DEER REGIONAL OFFICE
EDMONTON REGIONAL OFFICE
GRANDE PRAIRIE REGIONAL OFFICE
SUPPORT PROGRAMS
TEACHER CERTIFICATION
ALBERTA EDUCATION RESPONSE CENTRE (SPECIAL EDUCATION)
DISTANCE LEARNING IN SMALL SCHOOLS
SCHOOL BUILDINGS ADMINISTRATION SERVICES
HUMAN RESOURCE SERVICES
LEGISLATIVE SERVICES
FINANCE AND SUPPORT SERVICES
SCHOOL BUSINESS ADMINISTRATION SERVICES
LEARNING RESOURCES DISTRIBUTING CENTRE
INFORMATION SERVICES

Figure 3: Directory of Alberta Education Branches

Table 4

FREQUENCY AND DISTRIBUTION OF RESPONDENTS BY
LENGTH OF TIME IN PRESENT POSITION
- DEPARTMENT OF EDUCATION

Number of Years	Frequency	Percentage
1	3	18.7
2	5	31.3
3	3	18.7
4-5	0	0.0
6-8	1	6.3
9-10	0	0.0
11-15	2	12.5
16+	2	12.5
Totals	16	100.0

Program Delivery. There are nine directors and one assistant deputy minister in this branch. Responses were received from the assistant deputy and seven of the directorates. One regional office and the support programs directorate were not represented in the final total. The responses from two of the directorates did not include the names of boundary spanners in any of the selected organizations and therefore were not included in the analysis.

Finance and Administration. There are eight directors and one deputy minister in this branch but responses were received from only five directorates. One of these was unusable because it did not contain the names of boundary spanners. It is important to note however that when contacted concerning the questionnaire the non-respondents indicated there were no particular individuals in these organizations with whom they had sufficient contact to permit completion of the questionnaire in a meaningful way.

Member Organization Boundary Spanners

The following section describes the boundary spanners who were named by the Alberta Education respondents and gives some basic demographic information about them. They have held their positions for an average of 8.7 years and the frequency and distribution of the length of time they have been employed are shown in Table 5. A brief description of the organizations is given in Appendix 4.

Table 5

FREQUENCY AND DISTRIBUTION OF RESPONDENTS BY
LENGTH OF TIME IN PRESENT POSITION
- FIVE SELECTED ORGANIZATIONS

Number of Years	Frequency	Percentage
1	1	4.7
2	1	4.7
3	2	9.5
4-5	4	19.1
6-8	4	19.1
9-10	3	14.3
11-15	1	4.7
16+	5	23.9
Totals	21	100.0

Alberta Teachers' Association (ATA). Four members of the ATA were identified as boundary spanners by fourteen Alberta Education respondents. The Executive Secretary was named by five individuals. In addition, the Executive Assistant in Professional Development was identified by four, the Coordinator of Member Services by three and the Executive Assistant from Member Services by two. All hold senior positions in the executive branch of the organization. No elected officials of the organization were named.

Alberta School Trustees' Association (ASTA). Five members of the Alberta School Trustees' Association were named by fourteen Alberta Education respondents. The Executive Secretary was identified by eight individuals. Other members identified were four members of the central office staff. The Director of Educational Services was identified by three. The Director of Legal Services, and two Educational Services Officers were each identified by one Alberta Education respondent. Again no elected officials were named.

Conference of Alberta School Superintendents (CASS). Seven CASS members were identified by fourteen respondents in Alberta Education. As in the previous two organizations the Executive Secretary was identified by the highest number of individuals (6). He is the only staff member employed. The rest of the individuals identified included past presidents of the organization (3) and local superintendents in the immediate area of the Regional Offices of Alberta Education (3).

Association of School Business Officials of Alberta (ASBOA). Only four of the Alberta Education respondents identified someone from ASBOA and in each case a different individual was named. No members of the current executive were identified. In each instance it was a personal acquaintance which resulted in the identification.

Alberta Federation of Home And School Associations (AFHSA). Only one member of AFHSA was identified. Three respondents from Alberta Education identified this one individual who was a past president of the organization.

Summary

The number of boundary spanners from Alberta Education reflected the fact that some of the administrative members of Alberta Education did not have contacts in any of the five selected organizations and therefore could not complete the questionnaire. Others had contacts only in some of the organizations. The average length of time those that did respond had held their positions was 5.5 years. From the five selected organizations the average length of time the respondents had held their positions was 8.7 years. The executive directors or secretaries were the key boundary spanners for the ATA, ASTA, and CASS. There was no particular position in the other two organizations, ASBOA and AFHSA, which appeared to be a key position in the relationship.

The next section presents the findings on the situational variables which affect the relationship.

Situational Variables

For this study the situational variables were measured by use of a portion of the Organization Assessment Instrument. Interviews were held following the administration of the instrument in order to gain further insights into the relationship.

As discussed in Chapter 2 these variables represent the conditions under which the interorganizational relationships had developed between Alberta Education and the five organizations. The strength of the relationship depends on how these variables affected the linkage. The degree of resource dependence, awareness, personal awareness, domain similarity, consensus/conflict, and conflict resolution influenced the strength of the structural and process dimensions which developed. The following sections describe each of these variables for each of the organizations as well as for the total group.

The mean of all the means for each situational variable was calculated for the total group of organizations, including Alberta Education. This was done to establish a standard against which to measure the strength of the variable in each relationship. In addition, the scales in each case were used as a means to describe the strength of the variable. The descriptors in the scales are the same ones used for the interorganizational relationships studied by Van de Ven and Ferry to develop the measurement instrument.

Resource Dependence

The second research question of this study asked to what extent does Alberta Education need resources from the selected organizations and the selected organizations from Alberta Education in order to meet organizational goals.

Resource dependence is defined as the extent to which parties in a relationship perceive they need the other party to attain their self-interest goals or intentions (Van de Ven 1980:410). The index of resource dependence was calculated by computing the average of four questionnaire items, two of which dealt with the resource dependence of Alberta Education and the member organization on each other and two of which dealt with the importance of the organizations to each other as perceived by the respondents.

The four items and their corresponding questions which were used to measure the index were as follows:

(a) Other organization dependence on Alberta Education: FQ9,OQ8
(b) Alberta Education dependence on other organization: FQ10,OQ7
(c) Importance of other organization to Alberta Education: FQ3
(d) Importance of Alberta Education to other organization: OQ19

No statistically significant differences were found in the responses on resource dependence in the relationships between Alberta Education and any of the five organizations. This section, therefore, provides only a description of the strength of the resource dependence relationship and highlights some of the variations in responses between Alberta Education respondents and member organization respondents.

The overall mean of 2.92 (Table 6) indicated that the respondents from the five organizations and Alberta Education felt the need for a moderate degree of resource dependence. However, when the mean for Alberta Education ($\overline{x}$ = 3.02) was compared to that of the five organizations ($\overline{x}$ = 2.83) it was apparent that Alberta Education respondents perceived they had a slightly higher need for resources from the five organizations than the respondents of the organizations felt they had for resources from Alberta Education.

When the individual questions from Table 6 were examined, the following findings were indicated. The respondents from the organizations felt, in order to accomplish their goals and responsibilities, they needed the services, resources and support of Alberta Education ($\overline{x}$ = 3.21) to a slightly higher degree than Alberta Education respondents felt a need for theirs ($\overline{x}$ = 2.77). On the other hand, Alberta Education respondents perceived the five organizations as being slightly more important in helping attain their goals during the previous six months ($\overline{x}$ = 3.35) than the organization respondents felt about Alberta Education ($\overline{x}$ = 2.65).

The relationship between Alberta Education and the Alberta Teachers' Association (Table 7) showed a feeling of moderate dependence on resources ($\overline{x}$ = 2.90) but again Alberta Education respondents felt that the ATA was slightly more important in the attainment of their goals (AE: $\overline{x}$ = 3.14, ATA: $\overline{x}$ = 2.64).

The mean for resource dependence between Alberta Education and the Alberta School Trustees' Association ($\overline{x}$ = 2.56) was considerably below the average for the total group ($\overline{x}$ = 2.92) (Table 6). Of interest is the perception by ASTA respondents that Alberta Education did not need their services, resources or support to any great extent ($\overline{x}$ = 1.79). This was in direct contrast to the perception of Alberta Education respondents that the ASTA was quite important for them to achieve their goals ($\overline{x}$ = 3.50). The general perception of ASTA respondents was they needed the resources of Alberta Education more than Alberta Education needed theirs but again the resource dependence scores were not particularly high.

The findings indicated that respondents felt there was considerable resource dependence between Alberta Education and the Conference of Alberta School Superintendents ($\overline{x}$ = 3.31). Both Alberta Education and CASS respondents perceived they needed the services, resources and support of one another quite a bit. (AE $\overline{x}$ = 3.38, CASS $\overline{x}$ = 3.85). Alberta Education respondents felt CASS was quite important to them in attaining their goals ($\overline{x}$ = 3.77). The wide

Table 6

INTERORGANIZATIONAL RESOURCE DEPENDENCE: DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS COMBINED SCORES

Item	Alberta Education (n=48) $\overline{x}$	sd	Organizations (n=48) $\overline{x}$	sd	Combined (n=96) $\overline{x}$	sd
For your unit to accomplish its[1] goals and responsibilities how much do you need the services, resources, or support from this other unit? FQ9, OQ8	2.77	1.15	3.21	1.21	2.99	.88
For this unit to accomplish its[1] goals and responsibilities how much does it need the services, resources or support from your unit? FQ10, OQ7	2.94	1.28	2.63	1.04	2.78	.89
Overall how important was this[2] other unit in attaining the goals of your unit during the past six months? FQ3, OQ19	3.35	1.36	2.65	1.31	3.00	1.02
Totals	3.02	1.17	2.83	1.08	2.92	.85

[1] The scale used for these items was

Not At All	Very Little	Some	Quite A Bit	Very Much
1	2	3	4	5

[2] The scale used for this item was

Not Very Important	Somewhat Important	Quite Important	Very Important	Absolutely Crucial
1	2	3	4	5

Table 7

INTERORGANIZATIONAL RESOURCE DEPENDENCE MEANS: DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Item		ATA (n=14)	ASTA (n=14)	CASS (n=13)	ASBOA (n=14)	AFHSA (n=3)
For your unit to accomplish its[1] goals and responsibilities how much do you need the services, resources, or support from this other unit? FQ9, OQ8	Org.	3.00	2.57	3.85	2.75	5.00
	A.E.	2.64	2.50	3.38	2.75	2.00
For this unit to accomplish its[1] goals and responsibilities how much does it need the services, resources or support from your unit? FQ10, OQ7	Org.	3.00	1.79	2.77	2.00	5.00
	A.E.	3.00	2.86	3.23	2.50	2.33
Overall how important was this[2] other unit in attaining the goals of your unit during the past six months? FQ3, OQ19	Org.	2.64	2.14	2.85	2.00	5.00
	A.E.	3.14	3.50	3.77	3.00	2.33
Totals	Org.	2.88	2.17	3.15	2.25	5.00
	A.E.	2.93	2.95	3.46	2.75	2.22
	Combined	2.90	2.56	3.31		

[1] The scale used for these items was

Not At All	Very Little	Some	Quite A Bit	Very Much
1	2	3	4	5

[2] The scale used for this item was

Not Very Important	Somewhat Important	Quite Important	Very Important	Absolutely Crucial
1	2	3	4	5

range between the CASS respondents score on the need for Alberta Education to accomplish their goals and responsibilities ($\overline{x}$ = 3.85) and the score on the importance of Alberta Education in attaining their goals over the past six months ($\overline{x}$ = 2.85) may suggest that while they see a need for help from Alberta Education they do not see that help forthcoming.

The small number of respondents from both the Association of School Business Officials of Alberta (4) and the Alberta Federation of Home and School Associations (1) make it necessary for considerable caution to be exercised in use of the findings on these two organizations. However, they do contribute to the overall mean and therefore a tentative analysis of their individual results is included.

The ASBOA and Alberta Education respondents indicated there was little resource dependence between their two organizations. They differed somewhat in the degree (AE: $\overline{x}$ = 2.75, ASBOA: $\overline{x}$ = 2.25). They also differed in their feelings about the importance of each other in attaining their goals (AE: $\overline{x}$ = 3.00, ASBOA: $\overline{x}$ = 2.00).

There was little agreement between the Alberta Education respondents and the one AFHSA respondent in regard to resource dependence. The AFHSA respondent felt the two organizations needed one another very much in order to accomplish their goals and responsibilities ($\overline{x}$ = 5.00). The Alberta Education respondents gave a very low rating to this need ($\overline{x}$ = 2.22).

Discussion. Resource dependence is the organization's need for external resources and its need for the other organization. The general finding was that the members of Alberta Education felt a moderate need for the resources of the five other organizations. These organizations in turn felt slightly less need for the resources of Alberta Education. It is important to note that these are perceptions of the respondents rather than measures of the actual flow of resources. When the resource flows between the organizations are considered in the next chapter the actual amount of resources exchanged will be presented at that time. The feeling of need for resources does not necessarily mean that large amounts of resources were being exchanged.

When the perceptions of the respondents from individual organizations were considered the strongest perception of need for resources for the three major organizations was between Alberta Education and CASS (Table 8).

Table 8

INTERORGANIZATIONAL RESOURCE DEPENDENCE
SUMMARY OF FINDINGS

			RANGE				
			LOW		MODERATE		HIGH
	$\bar{x}$	AE $\bar{x}$	1	2	3	4	5
ATA	2.88	2.93			XO		
ASTA	2.17	2.95		X	O		
CASS	3.15	3.46			X O		
ASBOA	2.25	2.75		X	O		
AFHSA	5.00	2.22		O			X
COMBINED MEAN	2.83	3.02			X O		
OVERALL MEAN	2.90				X		

X = organization mean   O = Alberta Education mean

The least need for resources from Alberta Education was expressed by the respondents from the ASTA and they also felt that Alberta Education needed their resources the least. The one respondent from the AFHSA expressed great need for the resources of Alberta Education but this was not reciprocated by the three respondents from Alberta Education. (Because of only one AFHSA respondent this finding must be treated with a greater degree of caution).

There were no significant differences in the resource dependence results for the relationship between any of the organizations and Alberta Education.

Awareness

The third and fourth research questions were concerned with two levels of awareness; interorganizational awareness and personal awareness. Interorganizational awareness is the extent to which people in the focal organization and member organizations are familiar with the services and goals of each other. Personal awareness refers to how long and how well the boundary spanners know each other on a personal basis. The two specific research questions were as follows:

(a) How familiar are boundary spanners in Alberta Education with the goals and services of the selected organizations and how familiar are the boundary spanners in the selected organizations with the goals and services of Alberta Education ? (Interorganizational Awareness)

(b) How long have the boundary spanners in each organization known one another and how well do they know one another? (Personal Awareness)

The interorganizational awareness index was measured as the average of responses to three items on the questionnaire:

(a) Years/months relationship in existence: FQ7

(b) Alberta Education informed of other organizations goals: FQ11
(c) Other organization informed of Alberta Education's goals and services: OQ3

The personal awareness index was measured as the average of the responses to two items:

(a) Years/months of personal acquaintance: FQ15
(b) Degree of personal acquaintance: FQ16, OQ1

The overall mean for the awareness category was 4.31 and for the personal awareness category was 4.06 (Table 9). These scores indicate that the respondents from Alberta Education and the five selected organizations were very familiar with the services and goals of each others' organization and in addition had a strong personal acquaintanceship with their corresponding member. There were no statistically significant differences in the total scores for any of the organizations.

Knowledge about one another's goals and services seemed to be more prevalent between Alberta Education and the ATA, CASS and AFHSA. The means for the awareness scores were 4.45, 4.44 and 4.44 respectively (Table 10). The scores for Alberta Education and the ASTA and ASBOA were lower (ASTA $\overline{x}$ = 4.07, ASBOA $\overline{x}$ = 4.17). However all the scores were relatively high and indicated that members from Alberta Education and the five organizations knew quite a bit about each other.

The lowest index for personal awareness was between Alberta Education respondents and members of ASBOA ($\overline{x}$ = 3.25). The mean was considerably below the overall mean of 4.06 (Table 9). The respondents from the other four organizations knew their counterparts extremely well and had known them for considerable time. The average length of acquaintanceship was slightly over eleven years.

Table 9

INTERORGANIZATIONAL AWARENESS AND PERSONAL AWARENESS COMBINED SCORES

Item	n = 48	$\overline{x}$	sd
Awareness			
For how many years has your unit been directly involved in some fashion with this other unit? FQ7 [1]		4.63	.79
How well informed are you about the specific goals and services of this other unit? FQ11 [2]		4.10	.86
How well informed are you about the specific goals and services of this other unit? OQ3 [2]		4.21	.90
Totals		4.31	.50
Personal Awareness			
How many years and months have you personally known the contact person in this other unit? FQ15 [1]		4.40	.96
How well are you personally acquainted with the contact person in this other unit? FQ16 [3]		3.98	.91
How well are you personally acquainted with the contact person in this other unit? OQ1 [3]		3.81	1.08
Totals		4.06	.72

The scales used for these items were

[1]

1 year	2-3 years	4-5 years	5-10 years	10+ years
1	2	3	4	5

[2]

Not At All	Little Informed	Somewhat Informed	Quite A Bit	Very Much
1	2	3	4	5

[3]

No Personal Aquaintance	Not Very Well	Somewhat Well	Quite Well	Very Well
1	2	3	4	5

Table 10

INTERORGANIZATIONAL AWARENESS AND PERSONAL AWARENESS MEANS DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Item	ATA n=14	ASTA n=14	CASS n=13	ASBOA n=4	APHSA n=3
Awareness					
For how many years has your unit been directly involved in some fashion with this other unit? FQ7[1]	4.64	4.64	4.38	5.00	5.00
How well informed are you about the specific goals and services of this other unit? FQ11[2]	4.21	4.07	4.31	3.75	3.33
How well informed are you about the specific goals and services of this other unit? OQ3[2]	4.50	3.50	4.62	3.75	5.00
Totals	4.45	4.07	4.44	4.17	4.44
Personal Awareness					
How many years and months have you personally known the contact person in this other unit? FQ15[1]	4.86	4.36	4.23	3.00	5.00
How well are you personally acquainted with the contact person in this other unit? FQ16[3]	3.86	4.14	4.23	3.00	4.00
How well are you personally acquainted with the contact person in this other unit? OQ1[3]	3.36	3.57	4.31	3.75	5.00
Totals	4.02	4.02	4.26	3.25	4.67

The scales used for these items were

[1]

1 year	2-3 years	4-5 years	5-10 years	10+ years
1	2	3	4	5

[2]

Not At All	Little Informed	Somewhat Informed	Quite A Bit	Very Much
1	2	3	4	5

[3]

No Personal Aquaintance	Not Very Well	Somewhat Well	Quite Well	Very Well
1	2	3	4	5

Discussion. The boundary spanners in Alberta Education and the five selected organizations were very familiar with the goals and services of the other organization in the linkage. These boundary spanners had known one another for an average of eleven years and had strong personal acquaintanceships. The indices for the means of these two dimensions (interorganizational awareness and personal awareness) were very high. A summary of the scores are shown in Table 11.

Table 11

INTERORGANIZATIONAL AWARENESS AND PERSONAL AWARENESS
SUMMARY OF FINDINGS

	Awareness $\bar{x}$	Personal Awareness $\bar{x}$	RANGE LOW 1	2	MODERATE 3	4	HIGH 5
ATA	4.45	4.02				O X	
ASTA	4.07	4.02				OX	
CASS	4.44	4.26				O X	
ASBOA	4.17	3.25			O	X	
AFHSA	4.44	4.67				X O	
Overall Means	4.31	4.06				O X	

O indicates personal awareness means
X indicates interorganizational awareness means

The finding that the boundary spanners were very aware of the operations and intentions of the other organization in the relationship indicated that they were extremely interested in the activities of the other organization. This suggested that the organizations were in strong competition for resources or clients and that the activities of the other organization strongly affected them. The strong personal acquaintanceship suggested they were recruited from similar educational backgrounds, had undergone similar training, or traveled in the same social groups. The interviews confirmed that these initial speculations were indeed true.

Consensus/Conflict

The fifth research question was concerned with the degree of conflict among the organizations in the linkage system. The question asked what degree of agreement or disagreement existed between the boundary spanners in the selected organizations and the boundary spanners in Alberta Education in regard to their operating goals, the specific ways they do their work, the terms of their relationship and how conflicts are resolved.

The index for consensus/conflict was computed as the average of the responses to five items.

(a) Agreement on goal priorities: FQ17a, OQ2a
(b) Agreement on ways works and services are provided: FQ17b, OQ2b
(c) Agreement on terms of relationship: FQ17c, OQ2c
(d) Extent other party hindered performance (reverse scale): FQ19, OQ17
(e) Frequency of conflict (reverse scale): FQ33, OQ16

The method of conflict resolution was measured by responses to the following items:

(a) by avoiding issues: FQ33a
(b) by smoothing over issues: FQ33b
(c) by confronting issues: FQ33c
(d) by hierarchy: FQ33d

The overall mean for consensus/conflict was 4.03 (Table 12)

Table 12

INTERORGANIZATIONAL CONSENSUS/CONFLICT RESOLUTION DEPARTMENT OF EDUCATION AND AND THE FIVE SELECTED ORGANIZATIONS COMBINED SCORES

Item	Alberta Education (n=48) $\bar{x}$	sd	Organizations (n=48) $\bar{x}$	sd	Combined (n=96) $\bar{x}$	sd
Agreement on goal priorities.[1] FQ17a, OQ2a	3.90	.63	3.75	1.79	3.82	.82
Agreement on ways work services are provided.[1] FQ17b, OQ2b	3.58	.65	4.05	.87	3.83	.81
Agreement on terms of relationship.[1] FQ17c, OQ2c	3.86	.73	4.12	.76	4.00	.75
Extent other party hindered performance.[2] (Reverse scale) FQ19, OQ17	4.78	.44	4.83	.38	4.84	.42
Frequency of conflict.[3] (Reverse scale) FQ32, OQ16	3.81	.39	3.54	.80	3.75	.54
Totals	4.02		4.04		4.03	
Methods of conflict resolution:[4]						
by avoiding issues FQ33a	1.02	.15				
by smoothing over issues FQ33b	1.57	.91				
by confronting issues FQ33c	2.73	1.63				
by hierarchy FQ33d	1.67	.83				
Totals	1.76	.62				

The scale used for these items was

[1] 0 = Don't Know, 1 = Disagree Much, 2 = Agree A Little, 3 = Agree Somewhat, 4 = Agree Quite A Bit, 5 = Agree Very Much

[2] 0 = Don't Know, 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, 5 = Great Extent

[3] 0 = Not Once, 1 = About Once A Month, 2 = About Every 2 Weeks, 3 = About Once A Week, 4 = Several Times A Week, 5 = Every Day

[4] 1 = Almost Never, 2 = Seldom, 3 = About Half The Time, 4 = Often, 5 = Almost Always

which indicated there was very strong agreement between the respondents from Alberta Education and the five organizations. The mean for the method of conflict resolution was 1.76 (Table 12) and indicated little conflict resolution occurred. There were no statistically significant differences in the indices for individual organizations.

It is important to note that the indices on frequency of conflict indicate conflict occurred about once a month between Alberta Education and each of the organizations. If there was strong agreement on goal priorities, ways work and services were provided, and terms of the relationship it would appear unusual that conflict would occur so often and yet go unresolved.

The respondents from the five organizations as a total group displayed the same agreement with the goal priorities, the ways work and services are provided and the terms of the relationship with Alberta Education as did Alberta Education respondents show for the five organizations (Organizations: $\overline{x}$ = 4.04, AE: $\overline{x}$ = 4.02). The indices for the five organizations were quite close and indicated similar feelings about the items in the consensus/conflict index.

While methods for conflict resolution were not used to any extent the most common one employed appeared to be that of confronting the issue ($\overline{x}$ = 2.73). The mean for this method was approximately double every one of the other means. The overall mean was 1.76; however, and this indicated that conflict resolution methods were rarely used.

The relationships of individual organizations to Alberta Education did indicate several peculiarities. The ASTA respondents indicated a fairly high consensus/conflict index ($\overline{x}$ = 4.49) when

Table 13

INTERORGANIZATIONAL CONSENSUS/CONFLICT RESOLUTION
DEPARTMENT OF EDUCATION AND AND THE FIVE SELECTED ORGANIZATIONS
COMBINED SCORES

Item		ATA (n=14)	ASTA (n=14)	CASS (n=13)	ASBOA (n=4)	AFHSA (n=13)
Agreement on goal priorities.[1] FQ17a, OQ2a	Org.	3.50	3.82	3.77	3.75	4.33
	AE	4.12	3.73	4.00	3.33	5.00
Agreement on ways work services are provided.[1] FQ17b, OQ2b	Org.	4.89	4.27	3.85	3.50	2.33
	AE	3.71	3.50	3.73	3.00	4.00
Agreement on terms of relationship.[1] FQ17c, OQ2c	Org.	4.27	4.33	4.08	3.75	3.33
	AE	4.25	3.67	3.91	3.00	5.00
Extent other party hindered performance.[2] (Reverse scale) FQ19, OQ17	Org.	5.00	4.85	4.77	4.75	5.00
	AE	4.83	4.75	4.83	4.75	
Frequency of conflict.[3] (Reverse scale) FQ32, OQ16	Org.	4.50	5.00	4.92	4.75	5.00
	AE	4.43	4.64	4.46	4.50	5.00
Totals	Org.	4.41	4.49	4.28	4.10	4.00
	AE	4.35	4.08	4.21	3.78	4.80
	Comb.	4.38	4.29	4.24	3.95	4.32
Methods of conflict resolution:[4]						
by avoiding issues FQ33a		1.08	1.00	1.00	1.00	1.00
by smoothing over issues FQ33b		1.33	1.67	1.73	2.00	1.00
by confronting issues FQ33c		2.54	2.77	2.83	3.50	2.00
by hierarchy FQ33d		1.77	1.69	1.67	1.25	1.67
Totals		1.70	1.79	1.83	1.94	1.42

The scale used for these items was

[1] 0 = Don't Know, 1 = Disagree Much, 2 = Agree A Little, 3 = Agree Somewhat, 4 = Agree Quite A Bit, 5 = Agree Very Much

[2] 0 = Don't Know, 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, 5 = Great Extent

[3] 0 = Not Once, 1 = About Once A Month, 2 = About Every 2 Weeks, 3 = About Once A Week, 4 = Several Times A Week, 5 = Every Day

[4] 1 = Almost Never, 2 = Seldom, 3 = About Half The Time, 4 = Often, 5 = Almost Always

compared to their Alberta Education counterparts ($\overline{x}$ = 4.08) (Table 13). The major variation appeared in agreement on the ways in which work and services were provided (ASTA: $\overline{x}$ = 4.27, AE: $\overline{x}$ = 3.50) and agreement on the terms of the relationship (ASTA: $\overline{x}$ = 4.33, AE: $\overline{x}$ = 3.67).

The respondents from three of the the other four organizations indicated higher means on the consensus/conflict index than did their Alberta Education counterparts.

Discussion. There was strong agreement between Alberta Education and the five organizations in regard to operating goals, specific ways they did work and on the terms of their relationship. Conflicts were fairly common, however, and there was little resolution of them. Those that were resolved were done so mainly by confronting the issue. Summaries of these findings are shown in Tables 14 and 15.

Table 14

INTERORGANIZATIONAL CONSENSUS/CONFLICT
SUMMARY OF FINDINGS

			RANGE				
			LOW		MODERATE		HIGH
	$\overline{x}$	AE	1	2	3	4	5
ATA	4.41	4.35				OX	
ASTA	4.49	4.08				O	X
CASS	4.28	4.21				OX	
ASBOA	4.10	3.78				O X	
AFHSA	4.00	4.80				X	O
COMBINED MEAN	4.04	4.02				●	
OVERALL MEAN	4.03					X	

X = organization mean   O = Alberta Education mean

Table 15

INTERORGANIZATIONAL CONFLICT RESOLUTION
SUMMARY OF FINDINGS

		RANGE				
		LOW		MODERATE		HIGH
	$\bar{X}$	1	2	3	4	5
ATA	1.70		X			
ASTA	1.79		X			
CASS	1.83		X			
ASBOA	1.94		X			
AFHSA	1.42	X				
OVERALL MEAN	1.75		X			

The obvious question which might be asked is: if there was agreement on goal priorities, the ways work and services are provided, and the terms of the relationship, why did conflict occur so often and why was it not resolved more often?

The answers provided by the respondents when interviewed suggested that the organizations tended to have similar goals and technologies and to agree upon the terms of the relationship between the organizations but conflicted on the means of achieving those goals. Each wished to achieve the goals in a manner which would enhance their particular organizations's role in this achievement and thereby improve the public's awareness and opinion of the organization. In other words, the conflict was primarily political in nature. The concepts of power and influence seemed to affect the relationships. At times personality conflict was considered a factor. The result was a series of conflicts not related to goals and operating methods but rather to political infighting over power, influence, and public opinion. The findings from the interviews will be presented in more detail in Chapter 8.

Domain Similarity

The sixth research question asked to what extent Alberta Education obtains its resources from the same source as each of the selected organizations and what similarity exists in regard to goals, work, technology, professional skills of staff, services provided and clientele. Van de Ven and Ferry (1980:412) refer to this information as interorganizational domain similarity. In essence it describes the degree of overlap in domains of the organizations in a relationship.

This domain similarity was computed as the average of the following six items:

(a) same funding source: FQ18a
(b) same kind of work: FQ18b
(c) same clients or customers: FQ18c
(d) same operating goals: FQ18d
(e) same employee skills: FQ18e
(f) same technology: FQ18f

The overall mean for domain similarity was 2.86 (Table 16) indicating that the domains were rated as "similar to some extent." However the means were quite high for the same clients or customers ($\overline{x}$ = 3.92) and same employee skills ($\overline{x}$ = 3.58). The means were quite low for the same funding source ($\overline{x}$ = 1.35) and fairly low for the same kind of work ($\overline{x}$ = 2.33).

It should be noted that the means were established by the perceptions of the Alberta Education respondents and therefore some bias might exist because of lack of knowledge about or understanding of some of the organizations.

These Alberta Education respondents saw the ATA as having the same clients or customers ($\bar{x}$ = 4.07) (Table 17), the same employee skills ($\bar{x}$ = 4.14), a different funding source ($\bar{x}$ = 1.00), similar operating goals ($\bar{x}$ = 2.64) and employing very similar technologies ($\bar{x}$ = 3.07). They gave similar indications for the ASTA but the means were not quite as high for work, clients, skills ($\bar{x}$ = 2.14, 3.79 and 2.19) and not quite as low for the same funding source ($\bar{x}$ = 1.43). A similar pattern was evident for the CASS means but the means were considerably higher ($\bar{x}$'s = 4.46, 4.08 and 1.62). Both ASBOA and AFHSA means were considerably lower than those for the other three organizations.

Table 16

INTERORGANIZATIONAL DOMAIN SIMILARITY
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS
COMBINED SCORES

Item	n=48	$\bar{x}$	sd
Same funding source FQ18a		1.35	.76
Same kind of work FQ18b		2.33	1.17
Same clients or customers FQ18c		3.92	.96
Same operating goals FQ18d		3.00	1.09
Same employee skills FQ18e		3.58	1.25
Same technology FQ18f		2.86	1.02
Totals		2.86	.67

[1] The scale used for these items was

Don't Know	To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
0	1	2	3	4	5

Table 17

INTERORGANIZATIONAL DOMAIN SIMILARITY MEANS
DEPARTMENT OF EDUCATION AND
THE FIVE SELECTED ORGANIZATIONS

Item	ATA (n=14)	ASTA (n=14)	CASS (n=13)	ASBOA (n=4)	AFHSA (n=3)
Same funding source FQ18a	1.00	1.43	1.62	1.25	1.67
Same kind of work FQ18b	2.21	2.14	3.00	1.75	1.67
Same clients or customers FQ18c	4.07	3.79	4.46	3.25	2.33
Same operating goals FQ18d	2.64	3.00	3.38	3.25	2.67
Same employee skills FQ18e	4.14	2.19	4.08	2.50	1.67
Same technology FQ18f	3.07	3.07	3.23	2.25	2.00
Totals	2.86	2.79	3.29	2.38	2.00

The scale used for these items was

Don't Know	To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
0	1	2	3	4	5

Discussion. The research findings indicate that Alberta Education respondents felt Alberta Education and the five organizations had the same clients or customers to a considerable extent. Funding was obtained from different sources for the most part and fairly different jobs were carried out by employees. The technologies employed were similar to some extent. A summary of the findings is shown in Table 18.

Table 18

INTERORGANIZATIONAL DOMAIN SIMILARITY
SUMMARY OF FINDINGS

		RANGE				
	$\bar{x}$	LOW 1	2	MODERATE 3	4	HIGH 5
ATA	2.86			X		
ASTA	2.79			X		
CASS	3.29			X		
ASBOA	2.38		X			
AFHSA	2.00		X			
OVERALL MEAN	2.87			X		

The degree of domain similarity may have been a deterrent to the development of a strong relationship between Alberta Education and the organizations because the organizations may have been in competition with Alberta Education for public support. These clients or customers may have been the general public who are affected by education through such activities as children attending schools or the payment of school taxes. The domain similarity index was in the moderate range but this may have reflected a strong enough similarity to create difficulties in the relationships and revealing the existence of competition for the favor of the general public. Van de Ven and Ferry (1980:314) indicated that similar domains increase the potential for disputes and competition between the organizations involved. During the interviews with respondents it was evident that there was a feeling of competition for public favor between Alberta Education and some of these organizations.

Van de Ven and Ferry (1980:314) also stated that tension and crisis can promote a temporary willingness to form a relationship which recedes as the crisis diminishes. The situation created by the degree of domain similarity therefore may be altered occasionally by some crisis and result in linkage having varying strength over time.

Summary of Chapter

The research findings on the situational variables showed the respondents felt Alberta Education and the five selected organizations had moderate resource dependence, very high awareness of each other, strong personal relationships, moderate agreement on their relationships but fairly numerous conflicts which were not resolved to any great extent. They had the same clients to a considerable extent and required the same employee skills to quite an extent. They obtained their funding from different sources and they did fairly different jobs. They did use similar technologies to some extent. A summary of the findings is shown in Table 19.

These findings represent the situation or conditions which influenced the structural process and effectiveness dimensions of the relationship. The variables showing the highest means were those for awareness and personal acquaintance. The low index for the conflict resolution variable is unusual because of the apparent degree of conflict which existed. The resource dependence and domain similarity variables had moderate strength but there was an indication that the domain similarity variable may have created conflict in the relationship because of competition for the favor of the same clients or customers.

Table 19

SITUATIONAL VARIABLES
A SUMMARY OF FINDINGS

		RANGE				
		LOW		MODERATE		HIGH
	$\bar{x}$	1	2	3	4	5
Resource Dependence	2.92			X		
Awareness	4.31				X	
Personal Awareness	4.06				X	
Consensus/ Conflict	4.03				X	
Conflict Resolution	1.75		X			
Domain Similarity	2.86			X		

The findings on the structural and process dimensions which existed as a result of the influence of these situational variables will be presented in Chapter 6. In addition, the perceived effectiveness of the relationship which resulted will be described.

The relationship between the strength of these variables and the strength of the structural and process dimensions and the effectiveness of the relationship will be tested by the calculation of Pearson correlations and will be discussed in Chapter 7.

The summaries for the findings on the situational variables for each of the five organizations are shown in Tables 20, 21, 22, 23 and 24. In each case the combined mean for the total group is provided for comparison purposes.

Table 20

SITUATIONAL VARIABLES: ATA
A SUMMARY OF FINDINGS

	ATA $\bar{x}$	COMB. $\bar{x}$	1	2	3	4	5
Resource Dependence	2.88	2.92			XO		
Awareness	4.45	4.31				OX	
Personal Awareness	4.02	4.06				XO	
Consensus/ Conflict	4.41	4.03				X	O
Conflict Resolution	1.69	1.75		XO			
Domain Similarity	2.86	2.86			■		

X = Organization mean   O = Combined mean of all organizations

Table 21

SITUATIONAL VARIABLES: ASTA
A SUMMARY OF FINDINGS

	ASTA $\bar{x}$	COMB. $\bar{x}$	1	2	3	4	5
Resource Dependence	2.17	2.92		X	O		
Awareness	4.07	4.31				X O	
Personal Awareness	4.02	4.06				■	
Consensus/ Conflict	4.49	4.03				O	X
Conflict Resolution	1.78	1.75		■			
Domain Similarity	2.79	2.86			XO		

X = Organization mean   O = Combined mean of all organizations

Table 22

SITUATIONAL VARIABLES: CASS
A SUMMARY OF FINDINGS

	CASS $\overline{x}$	COMB. $\overline{x}$	1	2	3	4	5
Resource Dependence	3.15	2.92			O X		
Awareness	4.44	4.31				OX	
Personal Awareness	4.26	4.06				O X	
Consensus/ Conflict	4.28	4.03				O X	
Conflict Resolution	1.81	1.75		OX			
Domain Similarity	3.30	2.86			O X		

X = Organization mean   O = Combined mean of all organizations

Table 23

SITUATIONAL VARIABLES: ASBOA
SUMMARY OF FINDINGS

	ASBOA $\overline{x}$	COMB. $\overline{x}$	1	2	3	4	5
Resource Dependence	2.25	2.92		X	O		
Awareness	4.17	4.31				X O	
Personal Awareness	3.25	4.06			X	O	
Consensus/ Conflict	4.10	4.03				XO	
Conflict Resolution	1.94	1.75		O X			
Domain Similarity	2.38	2.86		X	O		

X = Organization mean   O = combined mean of all organizations

Table 24

SITUATIONAL VARIABLES: AFHSA
SUMMARY OF FINDINGS

	AFHSA $\bar{x}$	COMB. $\bar{x}$	1	2	3	4	5
Resource Dependence	5.00	2.92			O		X
Awareness	4.44	4.31				OX	
Personal Awareness	4.67	4.06				O X	
Consensus/ Conflict	4.00	4.03				⊗	
Conflict Resolution	1.42	1.75	X O				
Domain Similarity	2.00	2.86		X	O		

X = Organization mean O = combined mean of all organizations

The ATA means are very similar to the combined means in every case but consensus/conflict (Table 20). The ASTA means, are quite similate also for all but resource dependence and consensus/conflict (Table 21). The CASS means (Table 22) are fairly similar to the combined means as are those of the ASBOA. The AFHSA means generally show the most pronounced differences.

A major finding, however, is that, of the three major organizations, the CASS mean scores are the highest for every variable but conflict resolution. The lowest scores are shown generally in the ASTA results. In other words the best conditions for linkage seemed to exist between Alberta Education and CASS. The worst conditions appeared to exist between Alberta Education and the ASTA.

Chapter 6

THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

In this chapter the research findings for the structural, process and effectiveness dimensions of the interorganizational linkage between Alberta Education and the five selected organizations are presented. Calculations were made to determine the means for each of the dimensions. The mean of all the means for each dimension was computed for all the organizations to establish a figure against which to compare each individual mean. The findings are presented in the following order (1) interorganizational communication flows, (2) resource flows, (3) variability of resource flows, (4) formalization, (5) influence, and (6) effectiveness.

Van de Ven and Ferry identified four structural dimensions (intensity, formalization, complexity, and centralization)(Chapter 2, Figure 2). These incorporate aspects of the process dimensions of resource and information flows and are evidenced by the following measurable variables: interorganizational communication and resource flows, variability of resource flows, formalization of relationships, and interorganizational influence. In addition the effectiveness dimension was measured by determining the perceptions of the respondents in regard to the commitment of each organization to carry out its responsibilities and the extent of the feeling that the relationship was equitable, worthwhile, productive and satisfying.

Interorganizational Communication Flows

The seventh research question asked how often in the past and how easily have messages about the relationship or units of exchange passed between the boundary spanners of Alberta Education and the selected organizations; what form have these messages taken; and what percentage of their time do boundary spanners spend communicating with their contacts in the other organization. The answers to these questions are an indication of the interorganizational communication which flows between the organizations. The concept of interorganizational communication includes the mode, amount, content, direction and ease of information flows between the members in the dyadic relationships.

The amount, direction, and time spent in interorganizational communication were measured by asking the respondents what percentage of their total working hours was spent on matters relating to the other organization (FQ26a, OQ12), how frequent were their contacts (FQ21, OQ13) and what percentage of the contacts was initiated by Alberta Education (FQ23).

The amount of interorganizational communication as indicated by the frequency of contacts, was in the very low range for Alberta Education and the five organizations. The mean score ($\overline{x}$ = 2.56) (Table 25) indicated that the respondents were in contact with their counterparts on an average of about once every three weeks. The mean of the percentage of time spent with one another was quite low as well ($\overline{x}$ = 1.15). When the actual percentages were averaged the results showed the respondents felt only about 5 percent of their time was spent with each other. The remaining item indicated that less than half the contacts were initiated by Alberta Education ($\overline{x}$ = 2.52).

When the individual organizations were considered, Alberta

Table 25

INTERORGANIZATIONAL COMMUNICATIONS: AMOUNT, DIRECTION, AND TIME
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS
COMBINED SCORES

Organization	Item	Alberta Education		Organizations		Combined	
		$\overline{x}$	sd	$\overline{x}$	sd	$\overline{x}$	sd
ATA (n = 14)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	2.71	1.49	2.50	1.61	2.61	1.44
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	0.93	1.33	1.07	.27	1.00	.78
	Percent contacts initiated in AE. FQ23 (Direction)[2]	2.50	1.74			2.50	1.74
						2.03	.91
ASTA (n = 14)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	2.57	1.22	1.86	1.23	2.21	1.05
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	0.93	.47	1.50	1.09	1.21	.61
	Percent contacts initiated in AE. FQ23 (Direction)[2]	2.79	1.37			2.79	1.37
						2.07	.64
CASS (n = 13)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	3.46	1.76	2.46	1.20	2.96	1.28
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	1.54	1.56	1.08	.28	1.31	.78
	Percent contacts initiated in AE. FQ23 (Direction)[2]	3.00	1.68			3.00	1.68
						2.42	.89
ASBOA (n = 4)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	3.00	1.41	3.25	.96	3.13	1.11
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	0.50	.58	1.50	.58	1.00	.41
	Percent contacts initiated in AE. FQ23 (Direction)[2]	2.00	2.16			2.00	2.16
						2.04	.46
AFHSA (n = 3)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	0.33	.58	2.67	.58	1.50	.00
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	0.33	.58	1.67	.58	1.00	.00
	Percent contacts initiated in AE. FQ23 (Direction)[2]	0.00	.00			0.00	.00
						.83	.00
Combined (n = 48)	Overall frequency of contacts. FQ21, OQ13 (Amount)[1]	2.75	1.58	2.38	1.31	2.56	1.25
	Percent time spent with other party. FQ26a, OQ12 (Time)[2]	1.02	1.16	1.27	.68	1.15	.68
	Percent contacts initiated in AE. FQ23 (Direction)[2]	2.52	1.70			2.52	1.70
						2.08	.83

---

[1] The scale used for this item was

Not Once	1-2 Times	About Monthly	About Every 2 Weeks	About Weekly	About Daily	Many Times Daily
0	1	2	3	4	5	6

[2] The scale used for these items was

1-20%	21-40%	41-60%	61-80%	81-100%
1	2	3	4	5

Education respondents indicated a higher frequency of contacts with the ATA, ASTA and CASS than did the respondents from these organizations. Of particular note were the ASTA and CASS frequencies. Alberta Education respondents felt they were in contact with the ASTA about every 2 to 4 weeks while the ASTA respondents felt it was about 1 to 6 months. The CASS respondents felt they were in contact with Alberta Education about every three weeks while Alberta Education respondents felt it was almost weekly.

The ease of communications was measured on a reverse scale and considered the difficulty in getting in touch with (FQ25, OQ14), and getting ideas across to (FQ24, OQ15), the contact in the other organization. The overall mean of 3.70 (Table 26) indicated it was very easy for communication to take place. None of the organizations encountered any difficulty in contacting or explaining their ideas to the other organization.

The mode of communications was measured by the response to questions on the frequency of written reports (FQ22a), face to face talks (FQ22b), telephone calls (FQ22c), and group meetingss (FQ22d) (Table 27). The overall mean for this index was 1.94 which indicated a frequency of contact of about once a month by each of the modes. The order of frequency indicated that telephone calls were the most frequently used mode, followed by face to face talks, written reports and group meetings.

Some notable findings emerged when the indices for the individual organizations were examined. Apparently there was almost no contact between Alberta Education and the Alberta Federation of Home and School Associations ($\overline{x}$ = 0.17)(Table 28). The most contacts were reported for CASS ($\bar{x}$ = 2.42) followed by the ASTA ($\bar{x}$ = 2.02), ASBOA ($\bar{x}$ = 1.94) and then the ATA ($\bar{x}$ = 1.79). In addition, the contact with CASS was more frequently by face to face talks rather than by telephone as it was for three of the other organizations.

Table 26

INTERORGANIZATIONAL COMMUNICATIONS: EASE
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS
COMBINED SCORES

Organization	Item	$\bar{x}$	sd
ATA	Difficulty in getting in touch. FQ25, OQ14	3.68	.50
(n = 14)	Difficulty in getting ideas across. FQ24, OQ15	3.82	.37
	Combined Mean	3.75	.39
ASTA	Difficulty in getting in touch. FQ25, OQ14	3.79	.23
(n = 14)	Difficulty in getting ideas across. FQ24, OQ15	3.71	.58
	Combined Mean	3.75	.35
CASS	Difficulty in getting in touch. FQ25, OQ14	3.73	.39
(n = 13)	Difficulty in getting ideas across. FQ24, OQ15	3.65	.32
	Combined Mean	3.69	.33
ASBOA	Difficulty in getting in touch. FQ25, OQ14	3.62	.75
(n = 4)	Difficulty in getting ideas across. FQ24, OQ15	3.13	.29
	Combined Mean	3.38	.47
AFHSA	Difficulty in getting in touch. FQ25, OQ14	3.67	.76
(n = 3)	Difficulty in getting ideas across. FQ24, OQ15	3.83	.76
	Combined Mean	3.75	.75
COMBINED	Difficulty in getting in touch. FQ25, OQ14	3.72	.44
(n = 48)	Difficulty in getting ideas across. FQ24, OQ15	3.69	.46
	Combined Mean	3.70	.39

[1] The reverse scale used for these items was

No Contact	None	Little	Some	Quite A Bit	Very Much
5	4	3	2	1	0

Table 27

INTERORGANIZATIONAL COMMUNICATIONS: MODE
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS
COMBINED SCORES

Item (n = 48)	$\bar{x}$	sd
Frequency of written reports. FQ22a	1.81	1.84
Frequency of face to face talks. FQ22b	2.19	1.59
Frequency of telephone calls. FQ22c	2.48	1.89
Frequency of group meetings. FQ22d	1.27	1.43
	1.94	1.53

The scale used for these items was

Not Once	1-2 Times	About Monthly	About Every 2 Weeks	About Weekly	About Daily	Many Times Daily
0	1	2	3	4	5	6

Table 28

INTERORGANIZATIONAL COMMUNICATIONS: MODE MEANS
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Item	ATA (n=14)	ASTA (n=14)	CASS (n=13)	ASBOA (n=4)	AFHSA (n=3)
Frequency of written reports. FQ22a	1.64	1.93	2.31	1.75	0.00
Frequency of face to face talks. FQ22b	1.86	2.29	2.92	2.00	0.33
Frequency of telephone calls. FQ22c	2.43	2.64	2.85	2.50	0.33
Frequency of group meetings. FQ22d	1.21	1.21	1.62	1.50	0.00
	1.79	2.02	2.42	1.94	0.17

The scale used for these items was

Not Once	1-2 Times	About Monthly	About Every 2 Weeks	About Weekly	About Daily	Many Times Daily
0	1	2	3	4	5	6

Discussion. These findings provide the following answers to the research question. In general, Alberta Education respondents were in contact with their counterparts in the other organizations about once every three weeks. These contacts were made mostly by telephone, but, face to face meetings, written reports and group meetings were employed as well. The respondents indicated very little time was spent in this contact and therefore the communication flow can only be described as weak. A slightly larger number of contacts were reported to have been initiated by the boundary spanners from the five organizations than by those in Alberta Education. Apparently little difficulty was experienced in contacting one another. A summary of the scores is shown in Table 29.

Table 29

INTERORGANIZATIONAL COMMUNICATIONS
SUMMARY OF FINDINGS

						RANGE		
				LOW		MODERATE		HIGH
		$\bar{x}$	0	1	2	3	4	5
ATA	Amount	2.03			X			
	Ease	3.75					X	
	Mode	1.79			X			
ASTA	Amount	2.07			X			
	Ease	3.75					X	
	Mode	2.02			X			
CASS	Amount	2.42			X			
	Ease	3.69					X	
	Mode	2.42			X			
ASBOA	Amount	2.04			X			
	Ease	3.38				X		
	Mode	1.94			X			
AFHSA	Amount	.23	X					
	Ease	3.75					X	
	Mode	0.17	X					
COMBINED	Amount	2.08			X			
	Ease	3.70					X	
	Mode	1.94			X			

X = organization mean

Some of the respondents interviewed indicated the communication pattern which existed may have been affected by the close personal acquaintance between the boundary spanners and by the extensive media coverage given to actions taken by the organizations. Informal communication, as well, was occurring and obviated any necessity for formal communication. In addition, the domain similarity may have restricted much of the communication to issue related matters. If a concern developed then there was communication between boundary spanners. Otherwise formal communication was unnecessary and communication was carried out during informal contacts or information was obtained through the media.

Interorganizational Resource Flows

The ninth research question asked to what extent, in what direction, and with what variation have resource flows occurred between Alberta Education and the selected organizations. This question covers two structural and process dimensions: resource flow and variability of resource flow. The first section following deals with resource flow. The variability dimension is addressed in the second section.

The existence of an interorganizational relationship is characterized by a transaction of resources. Van de Ven and Ferry (1980:414) define a resource as any valued transaction between organizations, including money, work, personnel, supplies and equipment, and technical or functional assistance. The total resource flow is measured by determining the sum of the following:

(a) Percent of organization's work received from other organization. FQ26b, FQ27a
(b) Percent of organization's money or budget received from other organization. FQ26d, FQ27b
(c) Percent of organization's technical/functional assistance received from other organization. FQ26c, FQ27c

The resource flow between Alberta Education and the five organizations at the time of the study can only be characterized as very minimal (Table 30). In fact, many of the respondents from Alberta Education indicated there was no resource flow at all between their unit and other organizations. Of the fourteen respondents from Alberta Education who identified respondents in the ATA, seven indicated no work was received from the ATA and ten indicated they did not send work to the ATA. Five Alberta Education respondents did not send work and seven did not receive work from the ASTA. Even in the CASS relationship, five out of thirteen Alberta Education respondents did not send work and six out of the thirteen did not receive work. Only two of the four ASBOA respondents and none of the three AFHSA respondents indicated work sent to Alberta Education or received from it.

The mean for the percentage of work forwarded by Alberta Education respondents was calculated as 0.50 to the ATA, 0.64 to the ASTA, 1.00 to CASS, 0.50 to ASBOA and 0 to AFHSA. The means for the amount of work received by Alberta Education were even smaller (Table 30): 0.36 from the ATA, 0.64 from the ASTA, 0.85 from CASS, 0.50 from ASBOA and 0.33 from the AFHSA.

The combined mean for the percentage of money/budget received by Alberta Education was also very low. ($\bar{x}$ = 0.13.) When the responses were averaged the respondents felt only about 1% of the

Table 30

INTERORGANIZATIONAL RESOURCE FLOW SCORES BETWEEN DEPARTMENT OF EDUCATION AND THE OTHER ORGANIZATIONS

Organization	Item	Received from Alberta Education			Sent to Alberta Education		
			$\bar{x}$	sd		$\bar{x}$	sd
ATA	% of work	FQ27a	0.50	.52	FQ26b	0.36	.50
n = 14	% of money/budget	FQ27b	0.29	.47	FQ26d	0.07	.27
	% of technical assistance	FQ27c	0.50	.52	FQ26c	0.43	.51
	Combined Mean is 0.36						
ASTA	% of work	FQ27a	0.64	.50	FQ26b	0.64	.50
n = 14	% of money/budget	FQ27b	0.71	1.07	FQ26d	0.14	.36
	% of technical assistance	FQ27c	0.64	.50	FQ26c	0.36	.50
	Combined Mean is 0.52						
CASS	% of work	FQ27a	1.00	1.08	FQ26b	0.85	.99
n = 13	% of money/budget	FQ27b	0.92	1.04	FQ26d	0.15	.38
	% of technical assistance	FQ27c	0.92	1.12	FQ26c	0.54	.52
	Combined Mean is 0.73						
ASBOA	% of work	FQ27a	0.50	.58	FQ26b	0.50	.58
n = 4	% of money/budget	FQ27b	0.50	.58	FQ26d	0.25	.50
	% of technical assistance	FQ27c	0.50	.58	FQ26c	0.25	.50
	Combined Mean is 0.42						
AFHSA	% of work	FQ27a	0.00	.00	FQ26b	0.33	.58
n = 3	% of money/budget	FQ27b	0.00	.00	FQ26d	0.00	.00
	% of technical assistance	FQ27c	0.33	.58	FQ26c	0.00	.00
	Combined Mean is 0.11						
COMBINED	% of work	FQ27a	0.65	.73	FQ26b	0.58	.68
n = 48	% of money/budget	FQ27b	0.58	.87	FQ26d	0.13	.33
	% of technical assistance	FQ27c	0.65	.73	FQ26c	0.39	.49
	Overall Mean is 0.50						

[1] The scale used for these items was

0%	1-20%	21-40%	41-60%	61-80%	81-100%
0	1	2	3	4	5

money/budget of Alberta Education was provided by the organizations. The combined mean for money/budget sent by Alberta Education to the organizations was 0.58. The respondents felt that approximately five percent of the organization's money/budget came from Alberta Education. It would appear that CASS benefited the most because respondents felt that approximately ten percent of it's budget came from Alberta Education.

The combined mean for the percentage of technical assistance received from Alberta Education was very low as well ($\overline{x}$ = 0.65). Again CASS was perceived to receive the largest amount ($\overline{x}$ = 0.92).

Discussion. The findings associated with the ninth research question revealed there was very little flow of resources between Alberta Education and the five organizations (Table 31). What little flow was perceived to exist moved primarily from Alberta Education to the selected organizations in a ratio of approximately 2 to 1 when compared to the amount sent to Alberta Education.

The amount of resource flow is considered an important indicator of the strength of a linkage by Van de Ven and Ferry and the fact that there was virtually no exchange of resources no doubt was seriously affecting the strength of interorganizational relationships between Alberta Education and the five selected organizations.

As mentioned in the previous chapter the degree of domain similarity may have been affecting the flow of resources. All the organizations dealt with the same client (the general public) as Alberta Education, and all were generally in competition with Alberta Education for favorable public opinion in the conflicts which inevitably occurred. It is probable that linkage tended to occur during periods of tension and crisis mainly and therefore there was little resource exchange.

Table 31

INTERORGANIZATIONAL RESOURCE FLOWS
SUMMARY OF FINDINGS

	$\bar{x}$	0	1	2	3	4	5
ATA	0.36	XO					
ASTA	0.52	OX					
CASS	0.73	O X					
ASBOA	0.42	XO					
AFHSA	0.11	X O					

X = organization mean   0 = combined mean of .50

Variability of Resource Flows

The variability of resource flows is defined as the number of exceptions and problems encountered in the flow of resources between the organizations (Van de Ven and Ferry 1980:415). It was measured by responses to these items:

(a) Resource flows the same each time transacted FQ28
(b) Resource flow problems encountered FQ30
(c) Resource flow interruptions FQ29

The few resources that respondents perceived as flowing between Alberta Education and the five selected organizations were mostly the same according to the respondents. The mean score was 2.23 (Table 32). The resources that were exchanged with ASBOA were rated as almost all the same each time while the exchanges with other organizations were rated as mostly the same. As the combined means

Table 32

INTERORGANIZATIONAL RESOURCE FLOW VARIABILITY SCORES
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Organization	Item		$\bar{x}$	sd
ATA n = 14	Resource flow the same each time [1]	FQ28	2.64	1.78
	Resource flow problems encountered [2]	FQ30	1.36	.84
	Resource flow interruptions [3]	FQ29	1.14	.53
	Combined Mean		1.71	.73
ASTA n = 14	Resource flow the same each time [1]	FQ28	2.50	.51
	Resource flow problems encountered [2]	FQ30	1.29	.83
	Resource flow interruptions [3]	FQ29	1.14	.36
	Combined Mean		1.64	.63
CASS n = 13	Resource flow the same each time [1]	FQ28	1.85	1.41
	Resource flow problems encountered [2]	FQ30	1.31	.48
	Resource flow interruptions [3]	FQ29	1.77	1.36
	Combined Mean		1.64	.60
ASBOA n = 4	Resource flow the same each time [1]	FQ28	1.75	.50
	Resource flow problems encountered [2]	FQ30	1.25	.50
	Resource flow interruptions [3]	FQ29	1.25	.50
	Combined Mean		1.08	.42
AFHSA n = 3	Resource flow the same each time [1]	FQ28	2.67	2.08
	Resource flow problems encountered [2]	FQ30	1.00	.00
	Resource flow interruptions [3]	FQ29	1.00	.00
	Combined Mean		1.56	.69
COMBINED n = 48	Resource flow the same each time [1]	FQ28	2.23	1.59
	Resource flow problems encountered [2]	FQ30	1.29	.68
	Resource flow interruptions [3]	FQ29	1.31	.83
	Overall Mean		1.61	.64

[1] The scale used for this item was:

Almost All The Same Each Time	Mostly The Same Each Time	About Half The Same Each Time	Mostly Different Each Time	Almost All Different Each Time
1	2	3	4	5

[2] The scale used for this item was:

Not Once	1 or 2 Times	About Monthly	About Weekly	About Daily
1	2	3	4	5

[3] The scale used for this item was:

To No Extent	Little Extent	Some Extent	Much Extent	Very Great Extent
1	2	3	4	5

reveal there were virtually no resource flow problems encountered in any of the exchanges ($\overline{x}$ = 1.29)(Table 32) and resource flow interruptions rarely occurred ($\overline{x}$ = 1.31). In view of the minimal flow of resources reported in the previous section any comparisons on the variability of resource flows are not likely to be meaningful should be made with caution.

Discussion. The research question on the variability of resource flows can now be answered with the statement that there is almost no variation in the flow of resources between Alberta Education and the five selected organizations. These results are not surprising in view of the minimal exchange of resources reported by the respondents. The results are presented in Table 33.

Table 33

INTERORGANIZATIONAL RESOURCE FLOW VARIABILITY
SUMMARY OF FINDINGS

			RANGE			
		LOW		MODERATE		HIGH
	$\overline{x}$	1	2	3	4	5
ATA	1.71		OX			
ASTA	1.64		OX			
CASS	1.64		OX			
ASBOA	1.08	X	O			
AFHSA	1.56		XO			

X = organization mean

O = combined mean of 1.61

Formalization

The tenth research question asked to what degree the role behaviors and activities of members of Alberta Education and the selected organizations are specified, mandated or standardized. In other words, how formalized is the relationship? The degree of formalization provides information on the strength of the relationship. In this study the degree of formalization was measured by responses to the following items.

(a) extent relation mandated FQ4a, FQ4b
(b) relation explicitly verbalized FQ6a, OQ11a
(c) relation written down in detail FQ6b, OQ11b
(d) extent standard operating procedures established FQ31a
(e) extent formal channels followed FQ31b.

The responses indicated that the relationship was generally viewed as not mandated. No written contract was perceived to exist for any of the relationships, as indicated in Table 34. Only seven of forty eight respondents indicated that a regulation existed in regard to three of the five organizations. The relationships were viewed by the respondents as verbalized between "a little extent" and "some extent" ($\overline{x}$ = 2.57) but according to the combined mean were written down in detail between "to no extent" and to a "little extent" ($\overline{x}$ = 1.69). There were few standard operating procedures perceived ($\overline{x}$ = 2.38). Formal channels were followed between "to a little extent" and to "some extent" ($\overline{x}$ = 2.73).

Discussion. The findings associated with the tenth research question are summarized in Table 35. They reveal that very little formalization of the relationships between Alberta Education and any

Table 34

FORMALIZATION OF INTERORGANIZATIONAL RELATIONSHIPS
ALBERTA EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Item	Organization	Contract		Regulation	
		No	Yes	No	Yes
Extent relation mandated FQ4a & 4b	ATA	14	0	12	2
	ASTA	14	0	12	2
	CASS	13	0	10	3
	ASBOA	4	0	4	0
	AFHSA	3	0	3	0
	Combined	48	0	41	7

Item	Organization	$\bar{x}$	sd
Extent relation clearly specified			
(a) explicitly verbalized FQ6a, OQ11a	ATA	2.21	1.19
	ASTA	2.50	.81
	CASS	3.00	.58
	ASBOA	2.13	.85
	AFHSA	3.33	.58
	Combined	2.57	.93
(b) written down in detail FQ6b, OQ11b	ATA	1.61	.71
	ASTA	1.39	.56
	CASS	2.04	.92
	ASBOA	1.63	.48
	AFHSA	2.00	.00
	Combined	1.63	.73
	Overall Mean	2.13	.71
Extent of standardization			
(a) SOP's established FQ31a	ATA	1.93	1.21
	ASTA	2.43	1.02
	CASS	2.85	1.14
	ASBOA	3.25	1.71
	AFHSA	1.00	.00
	Combined	2.38	1.23
(b) formal channels followed FQ31b	ATA	2.79	1.05
	ASTA	2.86	.86
	CASS	2.69	.85
	ASBOA	2.50	1.00
	AFHSA	2.33	.58
	Combined	2.73	.89
	Overall mean	2.55	.94
	Formalization mean	2.41	.72

[1] The scale used for this item was

No	Yes
1	2

[2] The scale used for this item was

To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
1	2	3	4	5

of the five member organizations was perceived. The role behaviours and activities of the members of the organizations were not seen to be specified, mandated or standardized to any degree. The relationships were reported to be verbalized between "to a little extent" and "to some extent" and formal channels were followed between "to a little extent" and "to some extent" but there were apparently very few details written down and there were very few if any standard operating procedures.

Since little exchange of resources was reported and communication flows were perceived to be minimal it follows that little formalization of the relationship would be required. The data confirm this. It was sugested by some of the respondents interviewed that since much of the relationship is of an ad hoc type, formalization was not a necessary feature of the relationship.

Table 35

FORMALIZATION OF INTERORGANIZATIONAL RELATIONSHIPS
SUMMARY OF FINDINGS

			RANGE			
		LOW		MODERATE		HIGH
	$\bar{x}$	1	2	3	4	5
ATA	2.13		X O			
ASTA	2.29		XO			
CASS	2.64		O X			
ASBOA	2.38		XO			
AFHSA	2.16		X O			

X = organization mean

O = Alberta Education mean of 2.34

Influence

The eighth research question asked to what extent actions or decisions by members of Alberta Education or the members of the selected organizations change or affect the internal operations of the other organization in the relationship. This influence can be considered from two points: the total amount of influence and the distribution of influence. The amount of influence Alberta Education has over the other organization was measured by the average of the responses to the following items:

(a) Say over other units operations Q13, OQ9
(b) Extent other units goals or services changed FQ40, OQ26.

The amount of influence the other organizations have over Alberta Education was measured by the average of the responses in the following items:

(a) Say over Alberta Education operations FQ12, OQ10
(b) Extent Alberta Education goals or services changed FQ41, OQ25

The distribution of the influence was measured by comparing the averages. A positive difference would indicate that Alberta Education had a stronger influence over the other organization. A negative difference would show the other organizations had a stronger influence over Alberta Education.

The responses indicated Alberta Education was perceived to have little influence over any of the member organizations ($\overline{x}$ = 2.11)(Table 36). Its highest influence was over CASS ($\overline{x}$ = 2.40) but even that fell only between the "Little" and the "Some" category. Its weakest influence was perceived to be over the AFHSA; this was reported as between "Little" and "None" ($\overline{x}$ = 1.50).

Table 36

INTERORGANIZATIONAL INFLUENCE SCORES
DEPARTMENT OF EDUCATION ON THE FIVE SELECTED ORGANIZATIONS

Organization	Item		Organization $\overline{x}$	Organization sd	Alberta Education $\overline{x}$	Alberta Education sd
ATA n = 14	Say over AE operations[1]	FQ12, OQ10	1.93	1.00	2.14	.66
	Extent AE goals or services changed[2]	FQ41, OQ25	2.43	1.40	1.71	.73
	Combined mean is 2.04					
ASTA n = 14	Say over AE operations[1]	FQ12, OQ10	2.00	.68	1.71	1.14
	Extent AE goals or services changed[2]	FQ41, OQ25	2.50	1.34	1.79	.98
	Combined mean is 2.00					
CASS n = 13	Say over AE operations[1]	FQ12, OQ10	2.15	.99	3.15	.55
	Extent AE goals or services changed[2]	FQ41, OQ25	2.23	1.30	2.08	.95
	Combined mean is 2.40					
ASBOA n = 4	Say over AE operations[1]	FQ12, OQ10	1.75	.50	2.25	.50
	Extent AE goals or services changed[2]	FQ41, OQ25	2.25	1.26	2.50	.58
	Combined mean is 2.19					
AFHSA n = 3	Say over AE operations[1]	FQ12, OQ10	1.67	1.15	1.00	.00
	Extent AE goals or services changed[2]	FQ41, OQ25	2.33	2.31	1.00	.00
	Combined mean is 1.50					
Combined n = 48	Say over AE operations[1]	FQ12, OQ10	1.98	.86	2.23	.99
	Extent AE goals or services changed[2]	FQ41, OQ25	2.38	1.35	1.85	.87
	Combined mean is 2.11					

The mean for FQ12, OQ10 was	2.10
The mean for FQ41, OQ25 was	2.11
The combined mean was	2.11

---

[1] The scale used for this item was

None	Little	Some	Quite A Bit	Very Much
1	2	3	4	5

[2] The scale used for this item was

To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
1	2	3	4	5

Table 37

INTERORGANIZATIONAL INFLUENCE SCORES
FIVE SELECTED ORGANIZATIONS ON THE DEPARTMENT OF EDUCATION

Organization	Item		Organization		Alberta Education	
			$\overline{x}$	sd	$\overline{x}$	sd
ATA	Say over AE operations[1]	FQ12, OQ10	2.43	1.09	1.93	.62
n = 14	Extent AE goals or services changed[2]	FQ41, OQ25	2.43	1.17	1.71	.63
	Combined mean is 2.04					
ASTA	Say over AE operations[1]	FQ12, OQ10	2.43	.85	1.57	.51
n = 14	Extent AE goals or services changed[2]	FQ41, OQ25	2.21	1.19	1.79	.89
	Combined mean is 2.00					
CASS	Say over AE operations[1]	FQ12, OQ10	3.00	1.15	2.62	.51
n = 13	Extent AE goals or services changed[2]	FQ41, OQ25	2.46	1.27	2.15	.80
	Combined mean is 2.56					
ASBOA	Say over AE operations[1]	FQ12, OQ10	2.50	.58	1.75	.50
n = 4	Extent AE goals or services changed[2]	FQ41, OQ25	2.25	1.26	2.25	.50
	Combined mean is 2.19					
AFHSA	Say over AE operations[1]	FQ12, OQ10	2.00	1.00	5.00	.00
n = 3	Extent AE goals or services changed[2]	FQ41, OQ25	2.00	1.73	5.00	.00
	Combined mean is 3.50					
Combined	Say over AE operations[1]	FQ12, OQ10	2.56	1.01	2.19	.98
n = 48	Extent AE goals or services changed[2]	FQ41, OQ25	2.25	1.19	2.08	1.07
	Combined mean is 2.27					

The mean for FQ12, OQ10 was	2.38
The mean for FQ41, OQ25 was	2.17
The combined mean was	2.27
Influence mean is	2.19

---

[1] The scale used for this item was

None	Little	Some	Quite A Bit	Very Much
1	2	3	4	5

[2] The scale used for this item was

To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
1	2	3	4	5

The five organizations apparently also had little influence on Alberta Education ($\overline{x}$ = 2.27)(Table 37). CASS had the highest influence score ($\overline{x}$ = 2.56) followed by ASBOA ($\overline{x}$ = 2.19), ATA ($\overline{x}$ = 2.04) and ASTA ($\overline{x}$ = 2.00). The indices generally were low.

When the total amount of influence was considered CASS showed the highest score of the four major organizations (19.85) (Table 38). (AFHSA was disregarded because of the effect of only one respondent in its linkage). ASBOA had the next highest amount (17.50) followed by the ATA (16.36) and the ASTA (15.14). However when it was considered that the maximum possible score was 40 these totals did not indicate strong influence.

The distribution of influence is calculated by comparing the total means between Alberta Education and each of the organizations. Since the differences showed zero order scores between the four of the organizations and Alberta Education the distribution was evidently quite balanced (Table 38).

The overall mean for the influence dimension was 2.19 which indicates there was little influence exerted.

Table 38

INTERORGANIZATIONAL INFLUENCE - AMOUNT AND DISTRIBUTION
DEPARTMENT OF EDUCATION AND
THE FIVE SELECTED ORGANIZATIONS

Organization	Amount	Distribution
ATA	16.36	+0.07
ASTA	15.14	+0.86
CASS	19.85	-0.62
ASBOA	17.50	0.00
AFHSA	19.99	-8.11
Combined	17.27	-0.40

Discussion. The research findings show that actions or decisions by members of Alberta Education or members of the five organizations have little effect on the internal operations of the other organizations. What little influence does exist appears distributed evenly between them. Summaries of the variable scores are shown in Tables 39 and 40. It was stated by some boundary spanners in the interviews that much of the linkage occurs at the policy level and therefore there was little opportunity for one organization to influence the internal operations of another.

Table 39

INTERORGANIZATIONAL INFLUENCE: DEPARTMENT OF EDUCATION ON THE FIVE SELECTED ORGANIZATIONS SUMMARY OF FINDINGS

				RANGE		
		LOW		MODERATE		HIGH
	$\overline{x}$	1	2	3	4	5
ATA	2.04		OX			
ASTA	2.00		OX			
CASS	2.40		O X			
ASBOA	2.19		O X			
AFHSA	1.50		X O			

X = organization mean

O = combined mean of 2.11

Table 40

INTERORGANIZATIONAL INFLUENCE: THE FIVE SELECTED ORGANIZATIONS ON DEPARTMENT OF EDUCATION SUMMARY OF FINDINGS

				RANGE		
		LOW		MODERATE		HIGH
	$\overline{x}$	1	2	3	4	5
ATA	2.04		X O			
ASTA	2.00		X O			
CASS	2.56		O	X		
ASBOA	2.19		XO			
AFHSA	3.50		O		X	

X = organization mean O = combined mean of 2.27

Effectiveness of Relationships

The eleventh research question asked what is the perceived effectiveness of the interorganizational relationship between Alberta Education and the five selected organizations. This effectiveness dimension is defined by Van de Ven and Ferry (1980:417) as the extent to which the organizations believe that each carries out its commitments and feel that the relationship is equitable, worthwhile, productive and satisfying. It was measured by determining the mean response to the following items:

(a) extent other organization carries out committment FQ35, OQ21
(b) extent Alberta Education carries out committment FQ36, OQ20
(c) extent relationship is productive FQ37, OQ22
(d) extent time and effort worthwhile FQ38, OQ23
(e) extent of satisfaction with relationship FQ39, OQ24
(f) equality of transactions FQ20, OQ6

The respondents felt reasonably strong that the relationships were effective. The overall mean for this dimension was $\overline{x}$ = 3.76 (Table 41) which indicates that they considered the relationship to be quite satisfactory. The total mean for Alberta Education respondents ($\overline{x}$ = 3.78) was almost identical to the overall mean for the five organizations ($\overline{x}$ = 3.75). There was a strong feeling of commitment from every organization and an equally strong feeling that the relationships were quite productive, worthwhile and satisfying. The equality of the transactions was seen to be balanced as well.

When the relationship between the individual organizations and Alberta Education were examined some variations in responses were discovered. For instance, the ATA respondents felt their relationship was considerably less productive ($\overline{x}$ = 2.71)(Table 42) than the Alberta Education counterparts felt it was ($\overline{x}$ = 3.79). There was also a major difference in feelings about the worthwhileness of the relationship. The Alberta Education mean is 4.21 and the ATA is 3.21. The satisfaction scores are much closer (AE = 4.07, ATA = 3.71), as are the two sets of scores for commitment and the scores for equality of transaction.

The ASTA respondents did not feel the relationship was as worthwhile ($\overline{x}$ = 3.64) as did the Alberta Education respondents ($\overline{x}$ = 4.29). However, they were just as satisfied with the relationship (ASTA = 4.07, AE = 4.00). They also felt they got much more than they ought to from the relationship. (ASTA = 3.50, AE = 2.93)

The Alberta Education and CASS respondents provided high ratings for the effectiveness of their relationship and gave it the highest combined rating when compared with the other combined ratings

Table 41

PERCEIVED EFFECTIVENESS OF INTERORGANIZATIONAL RELATIONSHIP DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

Item		Alberta Education			Organizations			Combined		
		n=48	$\bar{x}$	sd	n=48	$\bar{x}$	sd	n=96	$\bar{x}$	sd
Extent the organizations carry out commitments[1]	FQ35, OQ21		3.83	1.08		3.98	1.18		3.91	.80
Extent Alberta Education carries out commitments[1]	FQ36, OQ20		3.90	1.04		4.17	1.14		4.03	.72
Extent relationship is productive[1]	FQ37, OQ22		3.85	1.04		3.46	1.18		3.66	.92
Extent time and effort worthwhile[1]	FQ38, OQ23		4.10	1.15		3.65	1.14		3.88	.78
Extent satisfied with relationship[1]	FQ39, OQ24		4.00	1.07		4.02	1.08		4.01	.80
Equality of transaction[2]	FQ20, OQ6		2.98	.53		3.17	.72		3.07	.48
Combined Mean			3.78	.58		3.75	.56		3.76	.59
Effectiveness Mean									3.76	.59

---

[1] The scale used for these items was

To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
1	2	3	4	5

[2] The scale used for these items was

We Get Much Less Than We Ought	We Get Somewhat Less Than We Ought	Balanced	We Get Somewhat More Than We Ought	We Get Much More Than We Ought
1	2	3	4	5

Table 42

PERCEIVED EFFECTIVENESS OF INTERORGANIZATIONAL RELATIONSHIP
DEPARTMENT OF EDUCATION AND THE FIVE SELECTED ORGANIZATIONS

		ATA n=14	ASTA n=14	CASS n=13	ASBOA n=4	AFHSA n=3
Extent organization carry out commitments[1] FQ35, OQ21	Org.	3.64	3.64	4.38	4.25	5.00
	AE	3.71	3.93	3.85	3.75	4.00
Extent AE carries out commitment[1] FQ36, OQ20	Org.	3.39	4.29	4.31	4.00	5.00
	AE	3.79	4.00	3.92	3.75	4.00
Extent relationship is productive[1] FQ37, OQ22	Org.	2.71	3.64	4.00	3.25	4.00
	AE	3.79	3.93	4.31	3.25	2.67
Extent time and effort worthwhile[1] FQ38, OQ23	Org.	3.21	3.64	4.08	3.50	5.00
	AE	4.21	4.29	4.38	3.25	2.67
Extent satisfied with relationship[1] FQ39, OQ24	Org.	3.71	4.07	4.46	3.50	4.00
	AE	4.07	4.00	4.23	4.00	2.67
Equality of transaction[1] FQ20, OQ6	Org.	2.71	3.50	3.69	2.75	3.00
	AE	3.07	2.93	3.08	2.50	3.00
Combined mean		3.54	3.80	4.06	3.48	3.67

[1] The scale used for these items was

To No Extent	Little Extent	Some Extent	Considerable Extent	Great Extent
1	2	3	4	5

[2] The scale used for these items was

We Get Much Less Than We Ought	We Get Somewhat Less Than We Ought	Balanced	We Get Somewhat More Than We Ought	We Get Much More Than We Ought
1	2	3	4	5

($\overline{x}$ = 4.06). The next highest index was that for the ASTA ($\overline{x}$ = 3.80) followed by the mean for the ATA ($\overline{x}$ = 3.54), and then that for ASBOA ($\overline{x}$ = 3.48). The AFHSA index must be used with caution because of the single respondent.

Table 43

PERCEIVED EFFECTIVENESS OF INTERORGANIZATIONAL RELATIONSHIP
SUMMARY OF FINDINGS

		RANGE				
		LOW		MODERATE		HIGH
	$\overline{x}$	1	2	3	4	5
ATA	3.54				X O	
ASTA	3.80				OX	
CASS	4.06				O X	
ASBOA	3.48				X O	
AFHSA	3.67				XO	

X = organization mean O = Alberta Education mean of 3.76

Discussion. As evident in Table 43 which reports the combined scores, the findings on the perceived effectiveness of the interorganizational relationship between Alberta Education and the five organizations indicated that the respondents felt all of the relationships were quite productive, worthwhile, satisfying and fair, and that the organizations carried out their commitments to a considerable extent. Some differences among organizations on these effectiveness measures are evident; the interorganizational relationships appear strongest in the case of the Conference of

Alberta School Superintendents and weakest for the Association of School Business Officials of Alberta.

These generally high effectiveness ratings appear unusual because of the earlier-reported low scores on resource and information exchange and levels of influence. However, the results of the interviews provided some possible reasons for this situation. It appeared that the degree of linkage perceived was what most of the respondents wanted at that particular stage of development of the interorganizational relationship. They felt the existing linkages were effectively dealing with any matters which might arise or any exchanges which might occur.

Summary and Discussion of Chapter Findings

The findings have indicated that, between Alberta Education and the five selected organizations, the respondents felt (1) the communication flow was weak, (2) the resource flow was minimal, (3) there was little exchange of and variation in resources, (4) there was very little formalization of the relationships, (5) there was very little interorganizational influence, but (6) the relationship was effective and (7) it was a productive, worthwhile, satisfying and balanced relationship where each organization generally carried out its commitments.

These findings appear to be somewhat contradictory in nature. How could a relationship that has minimal communication and resource flows, little exchange of resources, little formalization of the interorganizational relationship, or limited interorganizational influence still be productive, worthwhile, satisfying, equal and effective?

Several possible reasons came to light during the interviews which were carried out following completion of the questionnaires.

The relationships between Alberta Education and virtually all of the organizations were described by one respondent as situation specific. In other words, the relationship came into play only when there was a specific situation which made it desirable for linkage to occur. For instance, one of the linkage situations which received great praise and was evaluated to be an excellent relationship by the organizations was the Council On Alberta Teaching Standards (COATS). There was a specific reason for linkage and the resulting relationship was judged effective by all parties. The linkage, however, did not involve an extensive exchange of resources nor extensive communication. Only several members from each organization were required to meet. In fact, since the activity was so important to each of the organizations, they tended not to see it as an exchange of resources at all but rather as their own concerns being advanced and their own interests being protected. It was not linkage in their eyes.

A second reason advanced by a number of respondents was that they did not desire a closer relationship with each other. The relationship which existed was the right one according to opinions voiced. If the relationship became more intense and interlocking then they would not be able to represent the members of their organization properly and would be forced into accepting actions and decisions to which their organization was basically opposed. If the organizations remained more at arms length, then they were freer to advance the interests of their own organization and possibly would be more competitive in obtaining favorable public opinion.

A third possible reason given by one respondent suggested the linkage was occurring only at the policy level and therefore was not resource and communication intensive. At the operations level there was very little linkage and there was not a great demand for exchange of resources or communication. The personal acquaintance of the boundary spanners probably supplied considerable informal information exchange as well. This possibility tied in closely with the situation specific reason. It also helped explain the fact that some of the respondents in the lower administrative positions of Alberta Education were unable to identify boundary spanners in the other organizations. Their role would have more to do with operational activities while the policy setting role would be carried out by the senior administrators who would therefore have contact with the other organizations.

Finally, a reason which was advanced by many of the respondents from all organizations was the uncertainty of the political climate in their own organization and in the corresponding organization in the relationship. This uncertainty made it difficult for them to link as closely as they would prefer. Political winds shift very quickly and positions taken today can be changed tomorrow. Many found this uncertainty to inhibit closer relationships. If they did not link closely they could avoid the professional embarrassment of advocating a position today and being forced to advocate something which is diametrically opposite tomorrow.

Summaries of the findings on structural, process and effectiveness dimensions for the total group of organizations and for the individual organizations are shown in Tables 44 to 49. These summaries indicate that the three major organizations show little variation from the combined mean for each of the dimensions. However, the Conference of Alberta School Superintendents has the highest means of the three organizations on most of the dimensions with the exception of formalization and therefore shows stronger linkage with Alberta Education. The Alberta Teachers' Association and the Alberta School Trustees' Association display a slightly weaker linkage, with the Association of School Business Officials of Alberta and especially the Alberta Federation of Home and School Associations having the weakest linkages.

Table 44

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: ALL ORGANIZATIONS
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\bar{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	2.08			O			
Ease	3.70					O	
Mode	1.94			O			
Resource Flows	0.50		O				
Variability of Resources	1.61			O			
Formalization	2.41			O			
Influence	2.20			O			
Effectiveness	3.76					O	

Table 45

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: ATA
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\overline{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	2.03			XO			
Ease	3.75					OX	
Mode	1.80			XO			
Resource Flows	0.29	X O					
Variability of Resources	1.71			OX			
Formalization	2.13			X O			
Influence	2.04			X O			
Effectiveness	3.53					X O	

X is mean for the organization   O is combined mean for all organizations

Table 46

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: ASTA
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\overline{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	2.07			XO			
Ease	3.75					XO	
Mode	2.02			O X			
Resource Flows	0.39	X O					
Variability of Resources	1.64			XO			
Formalization	2.27			X O			
Influence	1.79			X O			
Effectiveness	3.90					O X	

X is mean for the organization   O is combined mean for all organizations

Table 47

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: CASS
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\overline{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	2.42			O X			
Ease	3.69					OX	
Mode	2.42			O X			
Resource Flows	0.51		XO				
Variability of Resources	1.64			XO			
Formalization	2.64			O	X		
Influence	2.56			OX			
Effectiveness	4.06					O X	

X is mean for the organization   O is combined mean for all organizations

Table 48

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: ASBOA
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\overline{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	2.04			XO			
Ease	3.38				X	O	
Mode	1.94			XO			
Resource Flows	0.33	X O					
Variability of Resources	1.08		X O				
Formalization	2.37			O X			
Influence	2.19			XO			
Effectiveness	3.48				X	O	

X is mean for the organization   O is combined mean for all organizations

Table 49

STRUCTURAL, PROCESS AND EFFECTIVENESS MEANS: AFHSA
A SUMMARY OF FINDINGS

			Low		Moderate		High
	$\overline{x}$	0	1	2	3	4	5
Communications							
Amount, Direction, Time	.83		X	O			
Ease	3.75					⊗	
Mode	0.17	X		O			
Resource Flows	0.11	X O					
Variability of Resources	1.56			XO			
Formalization	2.66				O X		
Influence	3.50				O	X	
Effectiveness	3.75					O X	

X is mean for the organization   O is combined mean for all organizations

The findings in this study of the means of the linkage dimensions between the Alberta Department of Education and the Alberta Teachers' Association are generally consistent with those of Jeffrey (1989). He studied the relationships between the Alberta Teachers' Association and many of the same organizations researched in this study. As one of those organizations was the Alberta Department of Education it was possible to compare his results for these two organizations with the results in this study. The means for the situational variables are very similar for resource dependence (2.90 and 2.98), awareness (4.45 and 4.03), consensus/conflict (4.03 and 3.85), conflict resolution (1.70 and 2.28) and domain similarity (2.86 and 2.69) on the five-point scale used. The personal awareness means (4.02 and 3.16) were not as close. The second number within the brackets is the mean reported in the Jeffrey study.

The means for the structural and process dimensions were also quite similar. For the communication flows dimension the frequency scores were 2.56 and 2.30, the ease of communication scores were 3.75 and 4.12, and the mode of communicating scores were 1.78 and 2.28. The formalization scores (2.13 and 2.31), influence scores (2.05 and 1.97) and the effectiveness scores (3.76 and 3.45) were also similar. It would appear, therefore, that the mean scores obtained in this study are supportive of the results obtained in the Jeffrey study, despite a difference in time of some two years in data collection.

Chapter 7

THE RELATIONSHIPS AMONG THE LINKAGE DIMENSIONS

In this chapter the research findings on the relationships among the situational, structural, process, and effectiveness dimensions are presented. The final research question asked what relationships exist among the situational, structural, process and effectiveness characteristics of the linkages between Alberta Education and the selected organizations and do the findings of the study lend support to the Van de Ven and Ferry conceptualization on the functioning of interorganizational relationships. Pearson correlation coefficients were calculated to determine whether significant correlations existed between each of the dimensions for each of the three larger organizations and for the total group of organizations. The correlations for ASBOA and AHSA are not presented because of the small number of respondents. However their responses are included in the calculations of the correlations for the total group. The findings on the correlations among the situational variables are presented first. The second section deals with the correlations among the structural, process and effectiveness dimensions. The third section describes the correlations between the situational variables and the various dimensions.

The correlations were calculated by using the average mean for each variable or dimension in each dyadic relationship. For example, the mean for resource dependence for each dyad had been determined by averaging the score of the respondent from Alberta Education and the score of the corresponding individual in the member organization. The mean for interorganizational awareness for each dyadic relationship was calculated in the same manner. These average scores for the dyads were then compared by using Pearson product-moment correlation coefficients to determine the relationship between resource dependence and interorganizational awareness for the total group of respondents. This was also done separately for each member organization and Alberta Education, where the number of respondents was large enough to enable the calculation to be done (see Table 50). The correlations among the other variables were calculated in the same manner.

The intention was to determine what relationship existed among the situational, structural, process and effectiveness characteristics of the linkages. Pearson product-moment correlation coefficients were calculated for the total group of respondents and for the three largest member organizations and Alberta Education. It must be noted, however, that the correlations for the individual member organizations and Alberta Education must be used with caution because of the small number of dyadic relationships studied.

Correlations Among the Situational Variables

The correlations among the situational variables were examined to determine the relationships which might exist. The findings for each variable are presented separately and then a general discussion of the findings is given.

Resource Dependence

The findings indicated there was a very significant relationship between the resource dependence index and all the indices of the other situational variables except conflict resolution (Table 50). The relationships with awareness, personal awareness, consensus/conflict, and domain similarity were all significant at the .01 level. It can be concluded therefore that resource dependence was strongly related to each of these four situational variables.

When the individual organizations were considered, however, some caution appeared necessary in applying the findings. The correlations were significant for the four variables for the ATA but the only significant correlation with the resource dependence index from ASTA was the consensus/conflict index. CASS did not show significant correlations between resource dependence and any of the other situational variables. Much of the significance of the relationship therefore must be attributed to the ATA scores.

Awareness

The awareness index indicated significant correlations at the .01 level with resource dependence, personal awareness, and consensus/conflict indices (Table 51). The index was also significantly related at the .05 level with the domain similarity index. There was no significant correlation with the conflict resolution variable. It can be concluded, therefore, that the

Table 50

PEARSON CORRELATION COEFFICIENTS BETWEEN RESOURCE DEPENDENCE AND OTHER SITUATIONAL VARIABLES

		AWARENESS	PERSONAL AWARENESS	CONSENSUS CONFLICT	CONFLICT RESOLUTION	DOMAIN SIMILARITY
ATA n = 14	r	.62	.79	.81	.26	.76
	p	.019	.001	.001	.391	.001
ASTA n = 14	r	.50	.46	.72	.28	.42
	p	.068	.102	.004	.353	.136
CASS n = 13	r	.03	.22	.44	.23	.28
	p	.910	.481	.559	.470	.354
COMBINED n = 48	r	.51	.56	.61	.16	.46
	p	.000	.000	.000	.307	.001

Table 51

PEARSON CORRELATION COEFFICIENTS BETWEEN AWARENESS AND OTHER SITUATIONAL VARIABLES

		RESOURCE DEPENDENCE	PERSONAL AWARENESS	CONSENSUS/ CONFLICT	CONFLICT RESOLUTION	DOMAIN SIMILARITY
ATA n = 14	r	.62	.59	.86	.05	.49
	p	.019	.025	.000	.876	.072
ASTA n = 14	r	.50	.82	.41	–.08	.29
	p	.068	.000	.033	.805	.320
CASS n = 13	r	.03	–.26	.29	–.00	.13
	p	.910	.398	.334	.988	.668
COMBINED n = 48	r	.51	.43	.56	–.04	.33
	p	.000	.002	.000	.793	.024

awareness index was closely related to the resource dependence, personal awareness, consensus/conflict and domain similarity variables.

The ATA awareness index correlated significantly at the .01 level with the consensus/conflict mean and at the .05 level with resource dependence and personal awareness means. The ASTA results were significant at the .01 level for personal awareness. Again the CASS results did not show any significant correlations.

Personal Awareness

The personal awareness index showed significant correlations at the .01 level with resource dependence, awareness and consensus/conflict (Table 52). It was not significantly related to conflict resolution or domain similarity and therefore was not considered a significant predictor of these two variables.

The ATA index for personal awareness showed significant correlations at the .01 level with resource dependence and consensus/conflict and at the .05 level with awareness and domain similarity. The ASTA index showed a significant correlation at the .01 level with awareness only. CASS results showed no significant correlations.

Consensus/Conflict

The consensus/conflict index showed this variable to be strongly related to all the other situational variables with the exception of conflict resolution (Table 53). The index was

Table 52

PEARSON CORRELATION COEFFICIENTS BETWEEN PERSONAL AWARENESS AND OTHER SITUATIONAL VARIABLES

		RESOURCE DEPENDENCE	AWARENESS	CONSENSUS/ CONFLICT	CONFLICT RESOLUTION	DOMAIN SIMILARITY
ATA n = 14	r	.79	.59	.79	.04	.63
	p	.001	.025	.001	.888	.016
ASTA n = 14	r	.46	.82	.49	-.07	.14
	p	.102	.000	.171	.814	.629
CASS n = 13	r	.22	-.26	-.22	-.35	-.15
	p	.481	.398	.785	.264	.619
COMBINED n = 48	r	.56	.43	.46	-.16	.18
	p	.000	.002	.001	.303	.226

Table 53

PEARSON CORRELATION COEFFICIENTS BETWEEN CONSENSUS/CONFLICT AND OTHER SITUATIONAL VARIABLES

		RESOURCE DEPENDENCE	AWARENESS	PERSONAL AWARENESS	CONFLICT RESOLUTION	DOMAIN SIMILARITY
ATA n = 14	r	.81	.86	.79	-.07	.60
	p	.001	.000	.001	.828	.024
ASTA n = 14	r	.72	.41	.49	-.10	.43
	p	.004	.033	.171	.737	.122
CASS n = 13	r	.44	.29	-.22	.39	.99
	p	.559	.334	.785	.612	.012
COMBINED n = 48	r	.61	.56	.46	-.16	.27
	p	.000	.000	.001	.295	.035

significantly related at the .01 level with resource dependence, awareness, and personal awareness, and at the .05 level with domain similarity. The ATA index showed significant correlations at the .01 level with resource dependence, awareness, and personal awareness. The ASTA index indicated significant correlations with resource dependence ($p < .01$) and awareness ($p < .05$). CASS again showed no significant correlations.

Conflict Resolution

The conflict resolution index related significantly ($p < .01$) only to the domain similarity index (Table 54). The only organization scores to show a significant correlation with conflict resolution was the domain similarity index of CASS ($p < .01$). It can be concluded, therefore, that the conflict resolution index was a poor predictor of all the other situational variables except domain similarity.

Domain Similarity

The domain similarity index related significantly at the .01 level with two situational variables: resource dependence and conflict resolution (Table 55). It also related significantly at the .05 level with the awareness and consensus/conflict indices. The ATA index showed a significant correlation with resource dependence, personal awareness and consensus/conflict indices at the .01 level. The ASTA index showed no significant correlations and the CASS index related significantly only with the conflict resolution index at the .01 level.

Table 54

PEARSON CORRELATION COEFFICIENTS BETWEEN
CONFLICT RESOLUTION AND OTHER SITUATIONAL VARIABLES

		RESOURCE DEPENDENCE	AWARENESS	PERSONAL AWARENESS	CONSENSUS/ CONFLICT	DOMAIN SIMILARITY
ATA n = 14	r	.26	–.05	.04	.07	.53
	p	.391	.876	.888	.828	.064
ASTA n = 14	r	.28	.08	–.07	–.10	.36
	p	.353	.805	.814	.737	.229
CASS n = 13	r	.23	–.00	–.35	.39	.88
	p	.470	.998	.264	.612	.000
COMBINED n = 48	r	.16	–.04	–.16	–.16	.47
	p	.307	.793	.303	.295	.001

Table 55

PEARSON CORRELATION COEFFICIENTS BETWEEN
DOMAIN SIMILARITY AND OTHER SITUATIONAL VARIABLES

		RESOURCE DEPENDENCE	AWARENESS	PERSONAL AWARENESS	CONSENSUS/ CONFLICT	CONFLICT RESOLUTION
ATA n = 14	r	.76	.49	.63	.60	.53
	p	.001	.072	.016	.024	.064
ASTA n = 14	r	.42	.29	.14	.43	.36
	p	.136	.320	.629	.122	.229
CASS n = 13	r	.28	.13	–.15	.99	.88
	p	.354	.668	.619	.012	.000
COMBINED n = 48	r	.46	.33	.18	.27	.47
	p	.001	.024	.226	.035	.001

Discussion. With the exception of the conflict resolution variable there are many significant correlations among the situational variables when the total number of respondents is considered. The resource dependence index, in particular, showed strong relationship with all of the other variables except conflict resolution. Awareness, personal awareness and consensus/conflict indices were significantly related to one another at the .01 level. Domain similarity scores showed significant correlations with all but the personal awareness index.

Of the three large organizations, the ATA results showed the largest number of significant correlations. The ASTA results showed some significant correlations but the CASS results showed only one significant correlation (between the domain similarity index and the conflict resolution index).

Therefore some caution should be taken when applying the general findings to the individual organizations. It may be the small number of respondents has resulted in very few correlations at the individual organization level. This would seem to be supported by the fact that, when the scores are combined with the scores of the other organizations ~~and~~ Alberta Education, the results indicate many significant correlations. Further research will be necessary, however, to verify this assumption.

Structural, Process And Effectiveness Dimension Correlations

The relationships among the structural, process or effectiveness dimensions are shown by the significance of the correlations exhibited. These correlations are outlined in the following section and the findings are discussed at the conclusion of the section.

Communication

The communications index showed significant correlations with all of the other structural, process and effectiveness dimensions. Three of these indices (resource flow, formalization, and effectiveness) were significantly related at the .01 level. The other two, variability of resource flow and influence, were related significantly at the .05 level (Table 56).

The ATA index for communications related significantly at the .01 level with the resource flows, formalization, influence and effectiveness indices and at the .05 level with the variability of resource flows index. The ASTA index related only with the effectiveness index ($p < .01$). The CASS index related significantly with the resource flow and effectiveness indices at the .01 level and with the variability of resource flows, formalization and influence indices at the .05 level.

Resource Flows

The resource flows index related significantly with all of the other structural, process and effectiveness dimensions. At the .01 level it related with the communications, variability of resource flows, and influence indices and at the .05 level with the formalization and effectiveness indices. This indicated the resource flow index was strongly related to each of the other dimensions (Table 57).

Table 56

PEARSON CORRELATION COEFFICIENTS BETWEEN COMMUNICATION AND OTHER STRUCTURAL, PROCESS, AND EFFECTIVENESS DIMENSIONS

		RESOURCE FLOW	VARIABILITY OF RESOURCE FLOW	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	.67	.58	.74	.67	.74
	p	.009	.031	.003	.009	.003
ASTA n = 14	r	.32	.30	.50	.10	.67
	p	.259	.305	.068	.728	.009
CASS n = 13	r	.68	.41	.48	.26	.57
	p	.010	.164	.090	.386	.040
COMBINED n = 48	r	.64	.36	.55	.32	.63
	p	.000	.011	.000	.028	.000

TABLE 57

PEARSON CORRELATION COEFFICIENTS BETWEEN RESOURCE FLOWS AND OTHER STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	VARIABILITY OF RESOURCE FLOWS	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	.67	.57	.51	.65	.47
	p	.009	.033	.062	.012	.090
ASTA n = 14	r	.32	.40	.13	.22	.16
	p	.259	.158	.654	.450	.575
CASS n = 13	r	.68	.54	.19	.29	.02
	p	.010	.059	.525	.341	.949
COMBINED n = 48	r	.64	.42	.35	.37	.30
	p	.000	.003	.015	.009	.036

The ATA index showed a significant correlation with all but the effectiveness dimension. The ASTA index, however showed no significant correlations. The CASS index showed a correlation at the .01 level with the communication index.

Variability Of Resource Flows

The variability of resource flows index showed a correlation at the .05 level with the communications dimension and at the .01 level with the resource flow dimension (Table 58). Of all the dimensions, variability of resource flows had the fewest significant relationships with the other structural, process and effectiveness dimensions.

The only organization to show a significant correlation between variability of resource flows and any of the other dimensions was the ATA. It showed correlations at the .05 level with communication and resource flows indices.

Formalization

The formalization index showed significant correlations at the .01 level with the communication, influence and effectiveness indices and at the .05 level with the resource flows index. The only dimension with which it did not show significant relationships was the variability of resource flows dimension (Table 59).

The ATA formalization index related significantly at the .01 level with the communications, influence and effectiveness dimensions. It did not correlate significantly with resource flows or variability of resource flows. The ASTA and CASS indices only correlated

Table 58

PEARSON CORRELATION COEFFICIENTS BETWEEN VARIABILITY OF RESOURCE FLOWS AND OTHER STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATIONS	RESOURCE FLOWS	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	**.58**	**.57**	**.27**	**.20**	**.20**
	p	.031	.033	.353	.484	.489
ASTA n = 14	r	**.30**	**.40**	**.27**	**-.04**	**-.14**
	p	.305	.158	.353	.889	.631
CASS n = 13	r	**.41**	**.54**	**.07**	**.10**	**-.05**
	p	.164	.059	.816	.750	.861
COMBINED n = 48	r	**.36**	**.42**	**.21**	**.04**	**.03**
	p	.011	.003	.159	.791	.850

Table 59

PEARSON CORRELATION COEFFICIENTS BETWEEN FORMALIZATION AND OTHER STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATIONS	RESOURCE FLOWS	VARIABILITY OF RESOURCE FLOWS	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	**.73**	**.51**	**.27**	**.78**	**.78**
	p	.003	.062	.353	.001	.001
ASTA n =14	r	**.50**	**.13**	**.27**	**.45**	**.70**
	p	.068	.654	.353	.110	.006
CASS n = 13	r	**.49**	**.19**	**.07**	**.64**	**.70**
	p	.090	.525	.816	.018	.007
COMBINED n = 48	r	**.55**	**.35**	**.21**	**.60**	**.69**
	p	.000	.015	.159	.000	.000

significantly with the effectiveness dimension.

Influence

There was a significant correlation between the influence index and four of the other five dimensions. At the .01 level it related to the resource flows, formalization, and effectiveness indices and at the .05 level with the communication index. It had strong relationships with the other dimensions (Table 60).

The ATA index showed similar correlations. The ASTA index, however, did not display a single significant correlation. The CASS index showed a significant correlation at the .05 level with the formalization dimension.

Effectiveness

The effectiveness index showed significant correlations with all but the variability of resource flows dimension (Table 61). At the .01 level it related to the communications, formalization and influence dimensions and at the .05 level with the resource flows dimension. When the individual organizations were considered the ATA effectiveness index related significantly with the communications and formalization indices ($p < .01$), the ASTA index with the communication ($p < .01$) formalization ($p < .01$), and influence ($p < .05$) indices and the CASS index with formalization ($p < .01$) and communication ($p < .05$)indices.

Discussion. With the exception of the variability of resource flows dimension, the structural, process and effectiveness

Table 60

PEARSON CORRELATION COEFFICIENTS BETWEEN
INFLUENCE AND OTHER STRUCTURAL,
PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY OF RESOURCE FLOWS	FORMALIZATION	EFFECTIVENESS
ATA n = 14	r	**.67**	**.65**	**.20**	**.78**	**.64**
	p	.009	.012	.484	.001	.013
ASTA n = 14	r	**.10**	**.22**	**-.04**	**.45**	**.57**
	p	.728	.450	.889	.110	.034
CASS n = 13	r	**.26**	**.29**	**.10**	**.64**	**.15**
	p	.386	.341	.750	.018	.615
COMBINED n = 48	r	**.32**	**.37**	**.04**	**.60**	**.55**
	p	.028	.009	.791	.000	.000

Table 61

PEARSON CORRELATION COEFFICIENTS BETWEEN
EFFECTIVENESS AND OTHER STRUCTURAL,
PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY OF RESOURCE FLOW	FORMALIZATION	INFLUENCE
ATA n = 14	r	**.74**	**.47**	**.20**	**.78**	**.64**
	p	.003	.090	.489	.001	.013
ASTA n = 14	r	**.67**	**.16**	**-.14**	**.70**	**.57**
	p	.009	.575	.631	.006	.034
CASS n = 13	r	**.57**	**.02**	**-.05**	**.70**	**.15**
	p	.040	.949	.861	.007	.615
COMBINED n = 48	r	**.63**	**.30**	**.03**	**.69**	**.55**
	p	.000	.036	.850	.000	.000

dimensions displayed significant correlations with each other. The variability of resource flows dimension related significantly only to the communications dimension at the .05 level and the resource flows dimension at the .01 level. All the other dimensions showed a significant relationship with every other dimension. This finding lends strong support to the Van de Ven and Ferry findings. The variability of resource flows dimension, however, did not exhibit strong relationships and therefore the questions which produce this index will require revision if the dimension is to be used to study organizations of the type examined here.

Relationships Between Variables And Dimensions

It had been hypothesized by Van de Ven and Ferry (1980) that the situational variables create the environment in which the structural, process and effectiveness dimensions develop. Therefore the situational variables in this study should show significant relationships with these dimensions if the conceptualizations of Van de Ven and Ferry are to be supported. This section will present the findings which indicate the correlations between the variables and dimensions and the significance of the correlations.

Resource Dependence

The resource dependence scores related significantly at the .01 level with every structural, process and effectiveness dimension but variability of resource flow (Table 62). This would indicate that it was a very strong predictor of these dimensions. In fact it showed the strongest relationships of any of the situational variables with these dimensions. The Van de Ven and Ferry generalizations on resource dependence are therefore strongly supported by the results of this study. The ASTA scores on communication and resource flow would indicate however that some caution should be observed in using the results for generalizations on that organization.

Awareness

The awareness index related significantly at the .05 level with the formalization, influence and effectiveness indices (Table 63). The relationships of this variable with the dimensions is therefore somewhat weaker than resource dependence but the findings indicate it did have some significant correlations with these three dimensions. Caution should be observed, however, in generalizing on each of the organizations as very few significant correlations were found. The ATA index related with communication and effectiveness at the .05 level. The ASTA scores related only to the influence dimension at the .05 level. There were no significant correlations in the CASS results.

Personal Awareness

The personal awareness index correlated significantly at the .01 level with the influence dimension and at the .05 level with the effectiveness dimension (Table 64). Therefore it, too, had some relationship with several of the structural, process and effectiveness dimensions. However, the only dimension in the individual organizations which showed a significant correlation with it was the ATA influence index.

Table 62

RESOURCE DEPENDENCE AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA	r	**.77**	**.74**	**.36**	**.87**	**.86**	**.85**
n = 14							
	p	.001	.003	.209	.000	.000	.000
ASTA	r	**.26**	**.19**	**.03**	**.50**	**.90**	**.60**
n = 14							
	p	.364	.509	.915	.072	.000	.022
CASS	r	**.76**	**.56**	**.17**	**.78**	**.52**	**.68**
n = 13							
	p	.002	.048	.582	.002	.068	.010
COMBINED	r	**.45**	**.43**	**.20**	**.70**	**.79**	**.68**
n = 48							
	p	.001	.002	.171	.000	.000	.000

Table 63

PEARSON CORRELATION COEFFICIENTS BETWEEN AWARENESS AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA	r	**.57**	**.32**	**.35**	**.45**	**.43**	**.64**
n = 14							
	p	.035	.266	.222	.110	.124	.014
ASTA	r	**-.08**	**-.35**	**-.19**	**.01**	**.56**	**.23**
n = 14							
	p	.789	.225	.509	.966	.038	.435
CASS	r	**-.17**	**-.11**	**-.02**	**.16**	**-.18**	**.14**
n = 13							
	p	.588	.719	.950	.608	.562	.642
COMBINED	r	**.09**	**-.02**	**.06**	**.25**	**.36**	**.33**
n = 48							
	p	.562	.899	.709	.085	.012	.023

Table 64

PEARSON CORRELATION COEFFICIENTS BETWEEN PERSONAL AWARENESS AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	.40	.43	–.02	.58	.71	.58
	p	.154	.128	.944	.030	.004	.031
ASTA n = 14	r	–.14	–.66	–.18	.08	.41	.22
	p	.640	.011	.527	.789	.142	.454
CASS n = 13	r	.21	.01	–.06	.23	.28	.15
	p	.493	.968	.851	.458	.361	.630
COMBINED n = 48	r	.05	–.06	.01	.30	.46	.35
	p	.746	.682	.931	.037	.001	.015

Table 65

PEARSON CORRELATION COEFFICIENTS BETWEEN CONSENSUS/CONFLICT AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA n = 14	r	.69	.50	.30	.63	.63	.77
	P	.006	.069	.300	.015	.017	.001
ASTA n = 14	r	.30	.19	.05	.72	.75	.63
	P	.301	.523	.869	.004	.002	.017
CASS n = 13	r	.96	.96	.29	.62	.85	.99
	P	.039	.038	.705	.377	.148	.007
COMBINED n = 48	r	.35	.21	.09	.59	.46	.73
	p	.016	.145	.529	.000	.001	.000

Consensus/Conflict

There are very significant correlations ($p < .01$) between the consensus/conflict index and three of the dimensions; formalization, influence and effectiveness (Table 65). It also showed a significant relationship at the .05 level with the communications dimension. It was, therefore, strongly related to the structural, process and effectiveness dimensions. Also the results of all three major organizations indicated significant correlations between consensus/conflict indices and the effectiveness indices and both the ATA and ASTA indices related significantly to the influence and formalization indices at the .01 level.

Conflict Resolution

The conflict resolution index only related significantly to the communications dimension ($p < .05$) (Table 66). This indicated that it was not a particularly important predictor of structural, process or effectiveness dimensions (Table 86). In addition, none of the results for the three major organizations showed any significant correlations. The Van de Ven and Ferry predictions on conflict resolution were therefore not supported by these findings.

Domain Similarity

The significant correlations displayed by the domain similarity index with four of the five dimensions showed it to be strongly related to them (Table 67). The index related significantly at the .01 level with communications, resource flows, formalization, influence and effectiveness indices. The only dimension where no

Table 66

PEARSON CORRELATION COEFFICIENTS BETWEEN CONFLICT RESOLUTION AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA	r	**.24**	**.18**	**.33**	**.40**	**.47**	**.18**
n = 13	p	.437	.556	.271	.180	.103	.554
ASTA	r	**.38**	**.09**	**.20**	**.60**	**.18**	**.33**
n = 14	p	.199	.772	.502	.031	.560	.277
CASS	r	**.44**	**.30**	**.27**	**.31**	**.29**	**.07**
n = 13	p	.149	.340	.395	.328	.352	.837
COMBINED	r	**.36**	**.24**	**.19**	**.41**	**.28**	**.18**
n = 48	p	.016	.107	.211	.006	.067	.244

Table 67

PEARSON CORRELATION COEFFICIENTS BETWEEN DOMAIN SIMILARITY AND THE STRUCTURAL, PROCESS AND EFFECTIVENESS DIMENSIONS

		COMMUNICATION	RESOURCE FLOW	VARIABILITY	FORMALIZATION	INFLUENCE	EFFECTIVENESS
ATA	r	**.62**	**.69**	**.33**	**.55**	**.89**	**.61**
n = 14	p	.018	.007	.243	.043	.003	.022
ASTA	r	**.49**	**.01**	**-.20**	**.28**	**.27**	**.35**
n = 14	p	.075	.983	.504	.326	.349	.216
CASS	r	**.49**	**.24**	**.31**	**.35**	**.10**	**.18**
n = 13	p	.081	.423	.308	.236	.743	.554
COMBINED	r	**.59**	**.40**	**.13**	**.37**	**.42**	**.46**
n = 48	p	.000	.004	.375	.009	.003	.001

significant correlation was found was the variability of resource flow dimension.

The ATA results showed significant correlations at the .01 level with resource flows, influence and effectiveness and at the .05 level with formalization and communications. The ASTA and CASS results did not show any significant correlations. The number of significant relationships in the combined results however strongly support the findings of Van de Ven and Ferry on domain similarity.

Discussion. The resource dependence variable displayed the highest number of significant relationships of all the structural, process and effectiveness dimensions. It was followed closely by the domain similarity and consensus/conflict variables. The personal awareness and awareness variables were somewhat weaker in their relationships. The conflict resolution variable did not relate significantly to the other dimensions.

Summary Of Chapter

The Van de Ven and Ferry conceptualizations about significant relationships between the situational variables and the structural, process and effectiveness dimensions are strongly supported by the findings of this study for five of the six situational variables and five of the six dimensions. The only situational variable which did not have strong relationships with the various dimensions was the conflict resolution variable. The variability of resource flows dimension was not related significantly to any of the situational variables.

Both of these concepts were introduced as changes by Van de Ven and Ferry to improve their instrument. It would appear, for educational organizations, these variables are either not applicable or the identifying questions have not been sufficiently refined to reveal the characteristics of the dimension.

The ATA scores showed the most significant correlations of the three organizations considered. CASS scores showed the least. Further study is necessary to determine the applicability of these findings to these organizations if they are to be analyzed on an individual basis.

A summary of the correlations is shown in Table 68 and a summary of the significant correlations is outlined in Table 69.

Table 68

SUMMARY OF SIGNIFICANT CORRELATIONS AMONG VARIABLES AND DIMENSIONS

n = 48	RESOURCE DEPENDENCE	AWAR.	PERS. AWAR.	CONS./ CONFL.	CONF. RES.	DOM. SIM.	COMM. FLOW	RES. FLOW	VAR. RES. FLOW	FORM.	INF.
AWARENESS	.51		.43	.56	-.04	.33	.09	-.02	-.06	.25	.36
PERSONAL AWARENESS	.56	.43		.48	-.16	.18	.05	-.06	.01	.30	.46
CONSENSUS/ CONFLICT	.61	.56	.48		-.16	.28	.35	.21	.09	.59	.45
CONFLICT RESOLUTION	.16	-.04	-.16	-.16		.47	.36	.24	.19	.41	.28
DOMAIN SIMILARITY	.46	.33	.18	.28	.47		.59	.40	.13	.37	.42
COMMUNICATIONS FLOW	.45	.09	.05	.35	.36	.59		.62	.36	.55	.30
RESOURCE FLOW	.43	-.02	-.06	.21	.24	.40	.62		.42	.35	.37
VARIABILITY OF RESOURCE FLOW	.20	.06	.01	.09	.19	.13	.36	.42		.21	.04
FORMALIZATION	.70	.25	.30	.59	.41	.37	.55	.35	.21		.60
INFLUENCE	.79	.36	.46	.45	.28	.42	.30	.37	.04	.60	
EFFECTIVENESS	.68	.33	.35	.68	.18	.46	.62	.30	.03	.69	.55

For significance: at the .05 level r 〉.28, at the .01 level r 〉.36, at the .001 level r 〉.48.

Table 69

SUMMARY OF SIGNIFICANT CORRELATIONS AMONG VARIABLES AND DIMENSIONS

n = 48	RESOURCE DEPENDENCE	AWAR.	PERS. AWAR.	CONS./ CONFL.	CONF. RES.	DOM. SIM.	COMM. FLOW	RES. FLOW	VAR. RES. FLOW	FORM.	INF.
AWARENESS	XXX		XX	XXX							X
PERSONAL AWARENESS	XXX	XX		XXX						X	XXX
CONSENSUS/ CONFLICT	XXX	XXX	XXX			X	X			XXX	XX
CONFLICT RESOLUTION						XXX	X			XX	
DOMAIN SIMILARITY	XXX	X		X	XXX		XXX	XX		XX	XX
COMMUNICATIONS FLOW	XXX			X	X	XXX		XXX	XXX	XXX	X
RESOURCE FLOW	XX					XX	XXX		XX	X	XX
VARIABILITY OF RESOURCE FLOW							X	XX			
FORMALIZATION	XXX		X	XXX	XX	X	XXX	X			XXX
INFLUENCE	XXX	X	XXX	XX		XX	X	XX		XXX	
EFFECTIVENESS	XXX	X	X	XXX		XXX	XXX	X		XXX	XXX

X means significant at .05 level   XX means significant at the .01 level   XXX means significant at the .001 level

Chapter 8

ANALYSIS OF INTERVIEW DATA

In this chapter an analysis of the interview data is presented. The purpose of the interviews was to further an understanding of the factors which influenced the relationships. The responses to the interview questions are described and the information gathered from them is outlined. The chapter also presents information and insights on the linkages and other findings of importance to the individual organizations. These findings represent the qualitative aspect of the study. Information from the Focal Unit and Other Unit questionnaires was used in the preceding chapters to describe the linkage dimensions on the basis of the Van de Ven and Ferry conceptualization. Information from the interviews, however, was not only used to further an understanding of those dimensions but also to provide additional insights into the interorganizational linkages between the educational organizations and to present evidence that other variables or dimensions might exist and have influence on the relationships.

The chapter is organized into seven sections. The first section describes the interview procedures which were followed. The second section outlines the formal questions which were asked in the interviews. The next three sections present the findings in regard to the boundary spanners, situational variables and structural, process and effectiveness dimensions. The final two sections present additional findings which appear relevant and findings of importance to the individual organizations.

Interview Procedures

The individuals who were to be interviewed were identified in two ways. First of all, any boundary spanners in the member organizations who were identified by Alberta Education respondents when they completed the Focal Unit Questionnaire were included. The second group consisted of those individuals in Alberta Education whom the respondents from the member organizations identified as their most important contacts.

As indicated in Chapter 4, the boundary spanners in the member organizations were interviewed immediately following their completion of the Other Unit Questionnaire. (Special interview sessions were arranged with those from Alberta Education). The interviews were semi-structured and were recorded by audio tape or in detailed notes. An interview guide consisting of ten questions had been prepared but respondents were encouraged to expand upon their responses to the questions and to offer any information on the linkages which they felt might be important. The interviewer had studied the completed questionnaire(s) from the individual(s) who had identified the boundary spanner and asked additional questions prompted either by information contained in the questionnaire(s) or by the previous interviews in the case of Alberta Education boundary spanners. The respondents were also asked to provide examples for illustration of points where possible. Where these examples were not privileged or confidential they have been used to illustrate particular findings.

The information obtained from the interview questions was analyzed from two perspectives: what additional information and insights were presented on the linkage variables and dimensions identified by Van de Ven and Ferry: and what new information and insights on the linkages in general were identified.

Interview Questions

The formal interview questions related to the boundary spanners, situational variables and the structural, process and effectiveness dimensions which had been addressed by the questionnaires. These questions, which are outlined in detail in Appendix 3, asked for information on the following items.

(a) a description of the relationship (Boundary Spanners)
(b) the nature of the relationship (Domain Similarity)
(c) the nature of conflicts (Consensus/Conflict and Conflict Resolution)
(d) the importance of the relationship (Resource Dependence)
(e) resource exchange (Resource Flows and Variability of Resource Flows)
(f) information exchange (Communication Flows)
(g) the formalization of the linkage (Formalization)
(h) awareness and aquaintanceship (Awareness and Personal Awareness)
(i) an effectiveness rating (Effectiveness)
(j) the best and worst features of the relationship (Influence)
(k) general comments on the relationship

Boundary Spanners

The first interview question asked the respondents from the member organizations to describe the relationship between their organization and Alberta Education. The intention of the question was to gain an understanding of the role that the boundary spanners played in linking the two organizations and to elicit information on the characteristics of the boundary spanners which might be noteworthy. The interviewer asked further probing questions to determine if there were unique aspects to the relationships between the boundary spanners.

Levels of boundary spanners. The relative importance of boundary spanners was an issue that was raised very early in the interview process. Many of the respondents in the member organizations expressed surprise at the individuals in Alberta Education who had identified them as their most important contact. They felt they had many more important contacts with other individuals in Alberta Education who had not identified them. This prompted the interviewer to ask for information on the identity of these boundary spanners. Of the sixteen Alberta Education respondents who identified important contacts in the member organizations, only six were identified as the most important contacts by the twenty-one respondents from the member organizations. With one exception, these six occupied the senior administrative offices of Alberta Education. There appeared to be a level of boundary spanners among Alberta Education respondents which was perceived by the member organization respondents to be much more important than the rest of the boundary spanners.
As one respondent stated "If I want something from Alberta Education I go to (senior administrator). (Alberta Education respondent) calls me, yes, but he is not my contact in Alberta Education."

A second finding was the indication that the political leaders of the organizations also played an important role in the boundary spanning activities between the organizations. For example, sudden changes in policy direction by the Minister of Education were cited by members from all organizations as strongly influencing linkage. Political statements by the presidents of the ATA and ASTA were also mentioned as inhibiting factors by Alberta Education respondents. Fourteen of twenty-one member organization respondents identified the boundary spanning role of the political leaders as strongly influencing the relationship. Many, by their statements, appeared to feel the political leaders were the strongest influence of all on the linkages. "The executive secretary can't make any important decisions without checking with the executive council. We might as well be dealing directly with them" was the way one Alberta Education respondent put it.

The boundary spanning activities which occurred at the member level rather than the executive level of the organizations was another factor raised voluntarily by a few of the respondents. They indicated that a good deal of linkage was occurring between individuals on various joint committees and at the school level between teachers and trustees or Alberta Education officials without being identified as formal linkage. Participation on curriculum committees was cited as an example. As one of the respondents stated,

> the individual contacts between teachers and Department people ties the two groups together. It doesn't need a formal arrangement by people in Edmonton. It goes on all the time and will continue whether Keeler and Bosetti want it or not. That's where the real linkage occurs.

Discussion. These findings bring into question the equal weighting given to the responses of the boundary spanners on the questionnaires and raise the possibility that there were other boundary spanners who strongly influenced the linkages but who had not been canvassed for their feelings. There appeared to be various levels of boundary spanners and respondents inferred there was a hierarchical structure where certain boundary spanners held more important roles than others and therefore influenced the relationship to a greater degree.

Based on these findings there appears to be a need to examine the boundary spanning function carefully in linkages between education organizations to determine if the perceptions of a single level of boundary spanners represents a true or accurate picture of the interorganizational relationship. Such perceptions from a single level might present an incomplete or biased description.

Situational Factors

Four of the interview questions asked for information on the situational variables which influenced the linkages. The four questions dealt with:

(a) the importance of the relationship (Resource Dependence)
(b) awareness and acquaintanceship (Awareness and Personal Awareness)
(c) the nature of conflicts (Consensus/Conflict and Conflict Resolution)
(d) the nature of the relationship (Domain Similarity).

The responses provided considerable relevant information.

Conditions influencing the linkages. A majority of the respondents from all the organizations indicated a desire to see a moderate exchange of resources but the respondents from the member organizations inevitably expressed concern with the conditions which might be attached to any exchange of resources. The general indication was the exchange of resources could be beneficial but Alberta Education must not be able to exert control or strongly influence their organization as a result of the exchange. As one respondent put it, "There is no bloody way we want anyone from Alberta Education to be in a position to decide on matters which are our responsibility. Our membership would revolt." The need for resources did not appear to be strong enough to overcome the desire for independence and self determination.

The general awareness of the activities of the other organization in the linkage and the personal awareness of the boundary spanners were extremely high. The respondents attributed this to the fact that they knew one another very well and that they had come primarily from the teaching profession. (The only organization whose members were typically not from the teaching profession was the Association of School Business Officials of Alberta). This common background was illustrated by statements that they had attended the same educational institution or had taught in the same jurisdiction. "We go way back" was used by five of the respondents as an initial response to the question on personal awareness and acquaintanceship. The strength of both of these awareness variables --personal awareness and general awareness-- could not be explained by means of the Van de Ven conceptualization. Based on the weak communication and resource flows identified previously one would have predicted little awareness of the activities of the other organization. Yet this did not appear to be the case.

The public nature of the policies and actions of Alberta Education, the Alberta Teachers' Association, the Alberta School Trustees' Associaton and the Alberta Federation of Home and School Associations was cited by several respondents as a reason for having knowledge of the actions of these organizations. By merely following media accounts of the activities of these organizations boundary spanners could get "a good feel for what was going on." Joint professional activities such as conferences and training programs were also cited by several as a means of keeping in touch.

Many of the respondents from the member organizations saw conflict with Alberta Education as inevitable. This was particularly true of respondents from the Alberta Teachers' Association and the Alberta School Trustees' Association. One respondent illustrated the nature of the conflict by comparing the role of his organization to that of an opposition party in the legislature whose duty it was to criticize and attack the policies and actions of Alberta Education. He asked the question,

> Who is going to keep the boys from Alberta Education in line if we don't take them on and criticize what they are doing? It certainly won't be the general public ... or it won't until it is too late.

All the respondents from Alberta Education, on the other hand, would have preferred less conflict. Several were pessimistic that things would ever change. Three of the six Alberta Education respondents stated that they felt one or another of the executives from the member organizations used conflict with Alberta Education as a means of uniting their members by depicting them as a common enemy. One also indicated that Alberta Education was used as a scapegoat and blamed for difficulties or problems within the member organization.

Another major finding on conflict was that slightly over half of the respondents from all the organizations indicated that the conflicts could not be resolved. The reasons provided that support such a conclusion were varied and included:

a) a lack of willingness to solve the conflict
b) major ideological differences which created the conflict
c) strong personality conflicts
d) strong competition for favorable public opinion which promoted conflict
e) the way the organizations saw their role.

The linkage appeared to be influenced by the situation where conflict was seen as unavoidable and conflict resolution as unattainable at that time. While the reasons for this situation were varied it was evident that few of the respondents saw any possibility for changes in the forseeable future.

The question which dealt with domain similarity usually led to a discussion on competition for public favor rather than resources and the political "jockeying" which resulted in conflict. Domain similarity and conflict appeared to be closely related. The condition described by Van de Ven and Ferry, where organizations occupied similar domains to the extent that conflict resulted, was apparent in these relationships. There was competition for the same domain. The domain in this case was public opinion and the struggle for it was fairly intense.

Discussion. The findings on the situational factors from the interviews raised several pertinent points. The perception of a need for exchange of resources by the respondents from the member organizations appeared unrealistic when their reluctance to allow Alberta Education to exert control or influence over any of their actions was considered. It may be that their desire for resource dependence was merely a natural urge to gain more resources and didn't indicate a real need. It appeared the situation was not one where the organizations were ready to give up some autonomy in order to obtain valuable resources. The findings on resource dependence, therefore, may have to be treated with some caution as the Van de Ven and Ferry findings indicated that a moderate desire for resource dependence should result in at least a moderate flow of information and resources. This appeared not to be the case in these linkages.

The common background of the boundary spanners and the public nature of the policies and activities of most of the organizations resulted in the general awareness and personal awareness variables showing considerable strength in the relationships despite the apparent low level of communication between boundary spanners. This may be a unique situation in education organizations which is not found in other organizational sets and therefore it may have had unusual influence on the relationships. The flow of information through formal channels was extremely weak. Yet boundary spanners indicated they were very aware of what was happening in the other organization. The personal awareness of the boundary spanners and the public nature of the activities of the organizations could have been substituting for formal communication flows and thereby distorting the view of the relationship presented by the findings from the questionnaire which showed a minimal exchange of information. This would appear to be a major difference between public and private organizations. Information about the activities of private organizations is not available to the public to the same extent as that of public organizations and therefore private organizations would require formal communication flows to a greater extent.

Structural, Process and Effectiveness Factors

Four of the interview questions asked for information on the structural, process and effectiveness dimensions of the linkages. The four questions dealt with:

a) resource exchange (Resource Flows and Variability of Resource Flows)
b) information exchange (Communication Flows)
c) formalization of the linkage (Formalization)
d) the best and worst features of the relationship (Influence).

The relevant findings and implications provided by the responses are presented in this section.

Dimensions of the linkage. The weak direct communication flows between Alberta Education and the five organizations did not mean that there was no flow of information. Respondents from all the organizations indicated that a great deal of information was issued to the public and particularly to school jurisdictions by all the organizations (including Alberta Education). They stated that while the flow was not directly between the organizations information was made available through the media or by messages to the school jurisdictions who in turn made it available to the various organizations. The informal communication channels such as attendance at social functions were also cited as avenues of communication which were very important.

The flow of resources, however, was sporadic. One respondent described the flow as "situation specific" and this summed up the statements of most of the respondents. If a crisis or problem arose then resources were committed and linkage took place. However, as soon as the problem was resolved the linkage ended until further tensions or crises prompted further linkages to occur.

The absence of variability in the resource flow was seen by several respondents as a product of the economic restraint in recent times. New initiatives had been restricted by attempts to conserve scarce dollars. The increase in central control within Alberta Education was seen by respondents from several member organizations as a restricting influence on new undertakings and new methods which would have produced variations in the type of resource flows.

The low level of interorganizational influence, as discussed previously, resulted from the reluctance administrators had about other organizations having influence in their organization. "The political life of an administrator who was seen to allow another organization to exert influence and control over his organization would be extremely short," was a statement made by a respondent from a member organization.

As indicated earlier in this section there were few direct exchanges of information or resources and therefore most of the respondents felt there was little need to formalize the linkages between the organizations. All they required was an appropriate channel and a reliable contact in case an issue arose. The respondents from the five selected organizations, especially, did not want a more intense linkage or more formalization of the relationships. The most graphic illustration came from one respondent who stated that strengthening the linkage with Alberta Education "would be like getting into bed with an elephant ... any sudden movement without warning and you're dead ... and this is certain to happen with Alberta Education."

They did want consultation on important issues, however. When questioned by the interviewer several stated they didn't view consultation as linkage. Rather they described it as a bargaining session which somehow related to the enhancement of the well-being of their organization and was part of the competition for favorable public opinion. One respondent described it as "the games" where the organizations battled to see who would gain the most advantage with the general public. Scott (1981: 194) has described "bargaining" as a pre-bridging strategy. It is a competitive process as opposed to a cooperative process and is aimed at assisting the organization to retain its independence. The organization is attempting to ward off dependence. This concept of bargaining seems to describe the conditions which existed in the relationships between Alberta Education and the five organizations. They were at the bargaining stage and were not prepared to begin bridging strategies.

The effectiveness of the linkages was considered to be excellent by the majority of the respondents from all organizations. On a scale of one to ten these respondents gave it an average rating of eight. This rating was given in spite of the fact that the linkage could only be described as weak when the strength of the variables and dimensions were considered. Most respondents felt that the strength of the relationship was just what it should be. They did not want a stronger linkage, at least not at that particular time. Their feelings on this anomaly can best be explained by the following statements:

a) they could not trust the members of the other organization enough to become more involved in a relationship
b) if they strengthened the linkage they would lose control of their organization
c) an increase in the strength of the linkage would make the organization less able to respond to the needs of the membership
d) the erratic actions of the political leaders of the other organization and their own organization created too many situations where policy changed in mid-stream and seriously affected linkage attempts. Therefore it was better not to link too closely and avoid the confusion and embarrassment
e) it would be an admission of failure to admit the linkage was not what it should be
f) it would be political suicide to link too closely with an organization which the membership saw as an adversary
g) it was impossible to develop a strong linkage because of personality conflicts.

Discussion. These findings raised the question of what is the optimum level of linkage for organizations. If two organizations continue to strengthen and improve their linkage, the inevitable result would be the loss of identity for both organizations. Also, organizations cannot attempt to strengthen all their linkages or an inordinate proportion of their resources would be required. The question points to the need for further research to identify the underlying reasons for interorganizational linkages between educational organizations. Resource dependence or the desire to respond to a problem, opportunity or mandate appeared to be incomplete descriptors. The reasons appeared to be much more complex. Boundary spanners could see the need for resource exchange, have a desire to respond to a problem, opportunity or mandate, be knowledgeable about one another's affairs and still not choose to link more closely. What other factors influenced the conditions which controlled the relationship?

There were a number of findings from the interviews which were extremely difficult to categorize under the Van de Ven and Ferry conceptualization and this seemed to indicate that other factors were influencing the linkages. The next section presents one possible dimension which appeared to exist.

Emergent Findings

A constant theme which emerged from the interview process was the effect of the political factor on the interorganizational relationship. Time and again, the respondents referred to political issues and problems as inhibiting the growth of the relationship. The importance of this political factor is best illustrated by describing conditions under which respondents saw it as an influence.

All of the boundary spanners involved in this study either had political superiors who had authority over their actions or were politicians in their own right. The executive of the Alberta Teachers' Association was controlled and directed by a provincial council elected by the members at large. The president of the association made many policy and positional statements and met with the politicians in charge of the other organizations from time to time. The Minister of Education directed the policies of Alberta Education and decided on directions and initiatives. The Alberta School Trustees' Association had a president and council to decide on policy and directions. The Superintendents and School Business Officials were executives for School Boards and were subject to their indirect control. The Superintendent or Secretary Treasurer who advocated actions by CASS or ASBOA which were opposed by the

Board was liable to be subjected to considerable pressure. The member of the Alberta Federation of Home and School Associations was a politician elected to the organization.

The interview respondents saw the presence of this political influence as an important factor in the linkages. This influence was evidenced by their statements on:

a) concern for professional embarassment if guarantees to linkage could not be maintained
b) confusion on the strength of linkages which would be acceptable to political masters
c) distrust of political masters of other organizations in the linkage
d) concern about being identified with a political ideology which was not their own
e) implications of personality conflicts between political masters.

This political influence would be unique to certain organizations. It was certainly a characteristic of the education organizations in this study. It does not appear to be adequately described by such variables as domain similarity, consensus/conflict or interorganizational influence. Therefore further research should be carried out to determine if it is a valid dimension of the interorganizational relationships among organizations where political bodies exert control over the activities of the organizations.

Findings on the Individual Organizations

The interorganizational relationships between Alberta Education and the five selected organizations have been described previously in terms of the variables and dimensions of the Van de Ven and Ferry conceptualization. The interview sessions, however, provided a different type of information on the relationships which was difficult to categorize using these variables and dimensions. Yet the perceptions of these respondents provided valuable insights and are presented as pertinent information on the linkages.

Alberta Teachers' Association. Based on the statements by respondents from the two organizations it appeared that the linkage between Alberta Education and the ATA would remain at approximately the same strength in the forseeable future. Conflict would remain a constant because of the competition for public favor even if the difficulty of conflicting personalities and ideologies was not allowed to influence the linkage. Some Alberta Education respondents contended the ATA was motivated primarily by benefits for its members and only chose to link when these benefits were part of the issue. Some ATA respondents claimed Alberta Education was too political in its orientation and only chose to link with the ATA when it was politically advantageous or when ATA help was needed to promote one of its policies. The political ideologies of its leaders were seen to be in conflict as well.

While resource exchange was favored by both organizations, if it meant any interorganizational influence by the other organization then it was strongly opposed. A lack of trust permeated the relationship as well. Respondents from both organizations gave indications of issues where they felt the other side had not delivered on a guarantee. This was not generally a lack of personal trust but more a feeling that the political uncertainties of the organizations made commitments subject to being overturned by superiors.

The major characteristic of the linkage was described as situation specific. If issues affecting the participating organizations arose then linkage was initiated. As soon as the issue was resolved the linkage tended to disappear. Yet the respondents rated the effectiveness as excellent. The linkage was at its optimum level and there was no need for it to change at that time.

Alberta School Trustees' Association. As indicated in the findings in Chapter 7 the linkage between Alberta Education and the ASTA was the weakest of the linkages with the three major organizations. While there were some strong personal acquaintanceships and friendships, there were also strong indications of distrust of the actions of the political components of the organizations from respondents in both organizations. The political leadership of both organizations was seen as erratic and uncertain in terms of the policy direction pursued by the organization. It is interesting to note that all the members of the political bodies were elected by public vote. The respondents displayed strong negative feelings towards the constant political shifts in these bodies. This may only have been indicative of a general negative opinion about politicians but it is more likely the political bodies were not consistent in their actions.

It was obvious that the political uncertainties in the relationship were affecting its strength. Any attempts to improve the linkage therefore would have to focus on these uncertainties and on ways to provide a more reliable political climate for interactions between the organizations.

The Conference of Alberta School Superintendents. As indicated in Chapter 7, the strongest linkage existed between Alberta Education and CASS. Some respondents felt it was a historical situation because most superintendents at one time were not locally appointed but were employees of Alberta Education. Others felt it was because of the mediation role played by CASS between Alberta Education, ASTA and ATA. The contention was that even in their own districts superintendents acted as mediators and liaisons between their boards, the teachers and Alberta Education. As a result of this mediation, Alberta Education respondents saw them as sympathetic associates who were important allies for them in their activities.

According to several Alberta Education respondents, the CASS members worked mainly behind the scenes and did not make public or political pronouncements and therefore could be trusted in a relationship. Their organization was small and cohesive and followed stable, reliable policy directions, as well. The Alberta Education respondents favored strengthening the relationship even more but the CASS respondents were reluctant to change the status quo.

The Association of School Business Officials of Alberta. There was virtually no linkage between Alberta Education and ASBOA. The interviews determined that respondents felt the appointment of superintendents as chief executive officers of boards reduced the contact between secretary-treasurers and Alberta Education to the point where even the Finance and Administration Branch discussed many financial matters with superintendents rather than with members of ASBOA.

The role of ASBOA was seen by an Alberta Education respondent as that of a service organization for its members rather than that of an educational organization. This was not to say that individual secretary-treasurers did not strongly influence financial policies. However, ASBOA as an organization, was not seen as being influential in educational matters.

The Alberta Federation of Home and School Associations. The linkage between Alberta Education and AFHSA was virtually non-existent as illustrated in Chapter 7. The only member of AFHSA identified by respondents from Alberta Education was a former president who was not a current member of the executive. The linkage with this individual was based on her ability to provide reliable reactions and feedback on policies and situations and was not motivated by attempts to bring the two organizations closer together, according to Alberta Education respondents.

The interesting part of this non-linkage was the rather large grant ($40,000) given to AFHSA each year by Alberta Education in order for the organization to function. Alberta Education deemed it important for the organization to continue but yet did not establish linkages with it. One respondent contended the reason was AFHSA was considered a political organization and therefore the linkage should be with the Minister of Education rather than with the Department. Another assumed it was because AFHSA had no executive staff and therefore permanent relationships could not be established.

Summary of Chapter

The interview findings not only provided further insights into the variables and dimensions which were the main focus of the study but suggested that the linkage between educational organizations such as those in this study may be strongly influenced by a political factor. This factor may be a dimension which is unique to organizations which have political bodies or political superiors who have particular power over the executive branch, or, it may be a composite of known variables. Further research appears warranted in order to explain its influence and to determine its characteristics.

The respondents from the individual organizations were satisfied with the linkages which existed and had no desire to change them. The apparent existence of other levels of boundary spanners, however, cast some doubt on whether the respondents view of the effectiveness of the linkage represented a true and accurate perception of all the members of the organization. These other members would have to be canvassed in order for the assessment of the respondents to be considered valid for the total organization. It would also be necessary to determine if the perceptions of these other boundary spanners had the power to influence the linkage in any evident manner.

Chapter 9

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter contains a brief overview of the entire study. The review is organized into three sections. The first provides an outline of the study with reference to the purpose of the study, the research questions, the conceptual framework, and the methodology. The second section presents a summary of the findings and conclusions of the study. The third section contains the implications of the study for theory development, for further research, and for administrative practice and makes recommendations concerning linkages between educational organizations.

Outline of the Study

Purpose of the Study

The general purpose of this study was to describe the interorganizational relationships that exist between Alberta Education and five selected educational organizations in the province and to determine the effectiveness of these relationships. The intention was to gain an understanding of the resource and information linkages that existed and to determine the perceived effectiveness of these linkages. The findings were to be used to make generalizations about the utility of the Van de Ven and Ferry conceptualizations for understanding relationships among educational organizations.

Research Questions

In order to achieve this purpose twelve specific research questions were identified. These questions had their source primarily in research completed by Van de Ven and Ferry (1980). The specific questions are outlined in the summary of findings sections. They dealt with four major aspects of the interorganizational linkage that existed between the Alberta Department of Education (Alberta Education) and five selected organizations.

The first aspect addressed was the identification of the boundary spanners in the various organizations. The boundary spanners in Alberta Education had been identified as the senior administrators in the various branches and directorates. The first research question asked who were the boundary spanners in the five organizations knowledgeable about the linkage.

The second aspect covered by the research questions was a description of the situational variables which would influence the linkage. Five questions asked for information on the perceptions of the respondents about the resource dependence, awareness, personal awareness, consensus/conflict, conflict resolution and domain similarity variables of the relationship. This information was used to describe the conditions under which the interorganizational relationship was developing.

A third group of five research questions asked for information on the structural, process and effectiveness dimensions of the linkage. The answers to these five questions provided perceptions on the communication and resource flows, variability of resource flows, formalization, influence and effectiveness dimensions which characterized the relationship as a result of the situational factors.

The twelfth and final research question dealt with the fourth aspect researched in the study namely the utility of the Van de Ven and Ferry conceptualizations for the organizations which were studied. It asked what relationships existed among the variables and dimensions and did these relationships support the Van de Ven and Ferry findings.

Conceptual Framework

The conceptual framework, based essentially on the work of Van de Ven and Ferry (1980), provided an outline for this study of interorganizational linkages. The works of Aldrich (1979), Hall (1977) and Marrett (1971) strongly influenced this conceptualization. The framework which was used can be summarized as follows:

An interorganizational relationship typically develops as a result of a linkage between two or more organizations in order to attain goals which cannot be achieved independently. These organizations operate within a general environment which is common to all organizations as well as in a specific environment which contains various situational variables that affect the interorganizational relationship. These situational variables are operationalized as resource dependence, awareness, personal awareness, consensus/conflict, conflict resolution and domain similarity. Size of interorganizational network also mentioned by Van de Ven and Ferry was not included because of the pre-selection of the five organizations.

As a result of the situational context in which the organizations relate with one another the interorganizational linkage is characterized by the strength or weakness of the process and structural dimensions which develop. These dimensions are characteristics of the intensity, formalization, complexity and centralization of the relationship. They are operationalized in this study as the communication and resource flows, the variability of resource flows, the formalization of the relationship, and the amount of interorganizational influence. Members of the organizations have perceptions of how effective the relationship is in helping them attain their goals and this perception can influence the growth or decline of the interorganizational relationship.

This conceptual framework served as a guide for the examination and description of the linkages and the determination of their effectiveness.

Methodology

A detailed instrument was used to measure the various situational, structural, process, and effectiveness dimensions. It formed part of the original Organization Assessment Instrument (OAI) developed and validated by Van de Ven and Ferry (1980) and used in respondents where prompted by the results of the interviews with members of the other organizations.

The results of the questionnaires and interviews were recorded and analyzed. Various indices were computed to establish means and standard deviations for each of the linkage dimensions from the data provided by the questionnaires. In addition, Pearson product moment correlations were calculated to determine the significance of relationships among the variables and dimensions.

Summary of Findings and Conclusions

The twelve research questions which were posed form the framework for reporting the study. Conclusions are presented within the context of each question but the questions are grouped under the following headings: (1) boundary spanners, (2) situational variables, (3) structural and process dimensions, (4) effectiveness, and (5) linkage correlations. This grouping allows generalizations involving more than one linkage dimension to be presented. The validity of these generalizations is limited to this study at the time the data were gathered.

Boundary Spanners

The first research question dealt with the identification of the boundary spanners.

Question 1: *Who are the boundary spanners (persons and positions) most knowledgeable about their respective organization's relations with the Alberta Department of Education? (Basic Identification)*

The results indicated that the executive directors in three of the five organizations were key boundary spanners. One of the organizations, the Alberta Federation of Home and School Associations, did not employ an executive secretary but a past president was identified as the lone boundary spanner. Other boundary spanners identified were executive members or past executive members in all of the organizations but the Association of School Business Officials of Alberta. In this organization personal acquaintance appeared to be the important determinant of who carried out the boundary spanning function rather than the position held.

Alberta Education respondents dealt with executive members of the five organizations where possible and avoided contact with political members. This appeared to be based on an unwritten policy which held that politicians talk to politicians and administrators to administrators. Data from the interviews, however, identified that the members of the political bodies which headed each of the organizations also carried out boundary spanning roles which strongly influenced linkages. In addition, the individual members of the organization were also seen to be involved in boundary spanning roles during their involvement with members from the other organizations in committees, projects and meetings. This boundary spanning activity was carried on without the involvement of the executives of the organizations but was considered important.

Data from the interviews also identified the fact that various levels of boundary spanners existed among the respondents from Alberta Education. All carried out boundary spanning functions but a number of the respondents were seen as being especially important to the boundary spanners from the member organizations. This raised unanswered questions on the relative importance of the levels and whether the responses from one level accurately represented the feelings of members at other levels.

Conclusions. The executive members of each of the organizations were important boundary spanners. However, members of the political bodies which headed the organizations and individual members of the organizations also had boundary spanning roles whose significance has not been properly identified. Even within the ranks of the executives of the focal organization, Alberta Edcuation, there appeared to be levels of boundary spanners with varying degrees of importance. The influence of these other boundary spanners in all the organizations and the relative importance of the various levels of boundary spanners in Alberta Education are factors which have not been accounted for in the study.

Situational Variables

Five research questions dealt with five of the six variables identified in research completed by Van de Ven and Ferry (1980). These situational variables were resource dependence, awareness, personal awareness, consensus/conflict, resolution of conflict and domain similarity. Van de Ven and Ferry (1980: 307) hypothesized that the structural, process and effectiveness dimensions of an interorganizational relationship can be largely explained by these situational factors. The findings and conclusions for each individual variable are presented as well as for the situational group.

Question 2: *To what extent does Alberta Education need resources from the selected organizations and the selected organizations from Alberta Education in order to meet organizational goals? (Resource Dependence)*

The results from the total group of respondents indicated there was some desire for the services, resources and support of the other organization and that, in order to attain the goals of their organization, the other organization in the relationship was considered quite important. The respondents from Alberta Education indicated a slightly stronger need for resource dependence between Alberta Education and the five other organizations than did these organizations for such resource dependence.

The strongest indications of desire for resource dependence were between Alberta Education and the Alberta Federation of Home and School Associations and Alberta Education and the Conference of Alberta School Superintendents. The Alberta School Trustees' Association and the Association of School Business Officials of Alberta exhibited a weaker desire for resource dependence. The Alberta Teachers' Association results indicated a desire for moderate resource dependence with Alberta Education.

The interviews, however, indicated that this moderate desire for resource dependence was tempered by a strong aversion to any increase in influence or control by Alberta Education as a result of resource exchange. The member organizations were not about to sacrifice their autonomy in order to gain resources. The perception of a need for resource dependence may only have been the desire to secure more resources without losing any of their autonomy in the process.

The next two questions dealt with awareness, both general and personal, and for this reason the findings are presented together.

Question 3: *How familiar are boundary spanners in Alberta Education with the services and goals of the selected organizations and how familiar are the boundary spanners in the selected organizations with the goals and services of Alberta Education? (Awareness)*

Question 4: *How long have the boundary spanners in each organization known one another and how well do they know one another? (Personal Awareness)*

The boundary spanners in Alberta Education and the five selected organizations were very familiar with the services and goals of the other organization in the relationship and in addition had a strong personal acquaintanceship with their contact. The average length of this acquaintanceship was slightly over eleven years. They were very interested in the operations and intentions of the members of the other organization in the relationship because their activities strongly affected them.

The high degree of general awareness of the other organization in the relationship was considered unusual in view of the weak communications and resource flows. Respondents in the interviews attributed this to the strong personal acquaintanceship of the boundary spanners and to the public nature of the activities of most of the organizations. These factors apparently were substituting for the weak formal communication flows between the organizations that were identified in the questionnaire findings.

The next question dealt with the degree of consensus/conflict which existed between Alberta Education and the organizations and the methods of resolving any conflict.

Question 5: *What degree of agreement or disagreement exists between the boundary spanners in the selected organizations and the boundary spanners in Alberta Education in regard to their operating goals, the specific ways they do their work and the terms of their relationship and how are conflicts resolved? (Consensus/Conflict) (Resolution of Conflict)*

There was moderate agreement between Alberta Education and the five organizations in regard to their operating goals, the specific ways they do their work and the terms of their relationship. However, conflicts occurred, on the average, about once a month and these conflicts were not often resolved. The conflicts were mainly about the processes used in achieving goals or the technologies to be employed rather than the goals themselves and could be categorized as political or policy conflicts. There was little resolution of the conflicts because, in order to resolve them, one organization would lose in its attempts to gain public favor. The most important method of resolving conflict as perceived by the respondents was by confronting the issue.

Competition for public favor was an obvious source of conflict. The member organizations could agree upon goals with

Alberta Education and yet disagree on the means of achieving those goals. Each wished to achieve the goals in a manner which would enhance their particular organization's role in this achievement and thereby improve the public awareness and opinion of the organization. The "battlefield" appeared to be the arena of public opinion and the conflict was political in nature. Respondents saw this conflict as inevitable and ongoing.

The next question dealt with domain similarity and responses identified this as a major source of conflict.

Question 6: *To what extent does Alberta Education obtain its resources from the same source as each of the selected organizations and what similarity exists in regards to goals, work, technology, professional skills of staffs, services provided, and clientele? (Domain Similarity)*

The domains of Alberta Education and the five organizations were similar to some extent. They had the same clients or customers to a considerable extent and utilized very similar professional skills and technologies. The funding sources were not similar, however, and the kind of work carried out was different to quite an extent. There was evidence of considerable domain conflict in the data from the interviews and it was concluded that the organizations were in competition for the favor of the same clients or customers (eg. the general public).

Domain similarity was the source of considerable conflict and the political nature of the conflict made it difficult to resolve. The domain was the arena of public opinion and competition for a favorable position made conflict virtually unavoidable.

Conclusions. The situational variables which affected the relationship between Alberta Education and the five selected organizations were characterized by moderate resource dependence, high interorganizational awareness, strong personal acquaintanceship between boundary spanners, considerable conflict, very little conflict resolution and a degree of domain similarity which appeared to promote domain conflict.

The high degree of interorganizational awareness was unusual because of the weak communication and resource flows but was attributed to the strong personal acquaintanceship of the boundary spanners and the public nature of the activities engaged in by these organizations.

The moderate desire for resource dependence was also unusual because it had not been translated into communication or resource flows of similar strengths.

Structural and Process Dimensions

The state of the five structural and process dimensions in the interorganizational relationships between Alberta Education and the five organizations was identified by the responses to four research questions. The dimensions were interorganizational communication flows, resource flows, variability of resource flows, formalization and influence. The findings and conclusions from the responses to the four questions are presented in this section.

Question 7: *How often in the immediate past and how easily have messages about the relationship or units of work passed between the boundary spanners of Alberta Education and the selected organizations; what form have these messages taken; and what percentage of their time do* *boundary spanners spend communicating with their contacts in the other organization? (Interorganizational Communication Flows)*

The boundary spanners in Alberta Education and the five organizations were in contact with one another on the average once every three weeks. These contacts occupied about five percent of their time. It was very easy for contact to be made and the mode was usually by telephone. The communication flows were unusually weak however in view of the strength of the resource dependence variable and the high degree of awareness between Alberta Education and the organizations. The existence of strong personal acquaintanceships between the boundary spanners and the public nature of the activities of the organizations were identified as unusual factors which influenced the formal communication flows. Both of these were seen to substitute for formal communication flows.

Question 8: *To what extent can actions or decisions by members of Alberta Education or the members of a selected organization change or affect the internal operations of the other organization in the relationship? (Interorganizational Influence)*

The findings indicated that Alberta Education had very little influence on the internal operations of any of the five organizations. Similarly the activities of the five organizations had very little influence on the internal operations of Alberta Education. The respondents from the member organizations were very concerned that Alberta Education not be able to exert control or influence over their organization. As Van de Ven and Ferry (1980:

309) had stated, all organizations strain to maintain their autonomy and attempt to protect and enhance their domain. They only establish linkages and allow another organization to affect the internal operations of their organization when they have a need for external resources which can only be attained by the linkage. This was not the case between Alberta Education and the five organizations. The respondents from the member organizations were adamant they did not want any control or influence in their organization to be held by members of Alberta Education and were prepared to forego any resource exchange rather than sacrifice their autonomy.

Question 9: *To what extent, in what direction and with what variation have resource flows occurred between Alberta Education and the selected organizations? (Resource Flows) (Variability of Resource Flows)*

There was very little flow of resources between Alberta Education and the five organizations. What little flow did occur was primarily from Alberta Education to the five organizations. In addition there was virtually no variation in the weak resource flow. This finding was not unusual in view of the weak communications and resource flows and the strong resistance to any influence by Alberta Education which might result from resource exchange.

Question 10: *To what degree are the role behaviors and activities of members of Alberta Education and the selected organizations specified, mandated or standardized? (Formalization)*

There was very little formalization of the relationships between Alberta Education and the five organizations. The role behaviors and activities of the members were not specified, mandated or standardized to any degree. The relationships were verbalized to some extent and formal channels were followed to some extent but very few details were written down and there were very few standard operating procedures.

With very few resource exchanges occurring, there was little need to formalize the relationships to any degree. The one important necessity was a boundary spanner who could be contacted if a need arose. Thereafter ad hoc arrangements could be made to deal with the issue.

Conclusions. The structural and process dimensions which had developed between Alberta Education and the five member organizations were characterized by weak communication and resource flows, very little variation in the resource flow, very weak interorganizational influence and very little formalization of the relationship.

The structural and process ties were not strong and the interorganizational linkages could only be described as weak. The linkages tended to occur mainly when a specific need arose as a result of an issue or a perception that consultation was required.

Effectiveness

The eleventh research question dealt with the perception the respondents held on the effectiveness of the interorganizational relationship. This perception represented the level of satisfaction the respondents held about the strength of the relationship at the time of the study.

Question 11: *What is the perceived effectiveness of the interorganizational relationship between Alberta Education and the selected organizations? (Effectiveness)*

The respondents felt the interorganizational relationships were quite effective and were productive, worthwhile and satisfying. This feeling existed even though the communication and resource flows, while present when needed, were quite infrequent. Interorganizational influence was present only to a "little extent" and formalization of the relationships was also evident to a "little extent." The respondents were satisfied with the situation and therefore the strength of the dimensions was what was appropriate at that particular stage in the development of the interorganizational linkage.

Conclusions. The respondents from the member organizations did not see the need to strengthen the relationship. The existing linkage was considered very effective and the strength of the relationship just what it should be. This perception of effectiveness appeared to be influenced strongly by both concern that stronger linkages would mean less autonomy for the individual organizations, and a lack of trust of the political leaders of the other organization in the relationship. In addition, it would be an admission of failure for boundary spanners to admit the linkage was not what it should be.

Linkage Correlations

Intercorrelations among the variables and dimensions were done to provide an answer to the final research question.

Question 12: *What relationships exist among the situational, structural, process, and effectiveness characteristics of the linkages between Alberta Education and the elected educational organizations and do the findings of the study lend support to the Van de Ven and Ferry conceptualization on the functioning of interorganizational relationships?*

Each of the situational variables (resource dependence, awareness, personal awareness, consensus/conflict, and domain similarity) was significantly related to many of the structural, and process dimensions (communication and resource flows, formalization, and influence). Most of these variables and dimensions showed significant correlations with the effectiveness dimension.

The resource dependence variable correlated significantly with every situational and process dimension except variability of resources. It also correlated significantly with the effectiveness dimension. The domain similarity variable correlated significantly with every dimension except variability and formalization. The consensus/conflict variable correlated strongly with formalization, influence and effectiveness and weakly with communication flows. Personal awareness correlated strongly with formalization and influence and weakly with communication and effectiveness.

There were also significant correlations among the situational variables and among the structural, process and effectiveness dimensions.

Conclusions. The situational variables found in the inteorganizational relationships correlated strongly for the most part with the process, structural and effectiveness dimensions which characterized these linkages. The Van de Ven and Ferry conceptualizations on situational, structural, process and effectivenss dimensions were therefore strongly supported for the linkages between these education organizations.

The conflict resolution and variability of resource flows factors did not correlate strongly with the other variables and dimensions as conceptualized by Van de Ven and Ferry and therefore some reservations must be presented on their utility in their present form. Modification of the questions used to identify the strength of these factors may be required. They may not even be valid factors in linkages between organizations of this type.

Summary

Although the literature on interorganizational linkages would lead us to predict that organizations link because of a need for resources or a desire to respond to a problem, opportunity or mandate, one of the main reasons that the organizations and Alberta Education entered into relationships, according to the respondents, was to compete for public favor. They were not highly dependent upon each other because each was autonomous in terms of budgets, functions and objectives. Instead they appeared to want to become involved with the other organization only to the extent that they wished to protect their domain, control their environment and enhance the interests of their members. Since few resources were exchanged and since the linkages did not involve internal operations there was little reason for not having high levels of consensus on the services and goals of each organization. Therefore only verbal agreements were necessary about the terms of their relationship and there was little formalization. All that was needed was an agreed upon procedure for meeting together should problems or crises arise.

Even this degree of linkage, however, had led to considerable conflict. Competition for favorable public opinion in order to exert influence on the political bodies who controlled resources was a major source of this conflict. Conflict was also used as a means of uniting members within each organization.

These findings are generally supportive of the studies which were outlined in the review of related research in Chapter 3. The utility of the Van de Ven and Ferry conceptualizations in studying interorganizational linkages between education organizations and the usefulness of the Organizational Assessment Instrument Interunit Relations Module were findings of Jeffery (1989), Mann (1982) and Wiant (1984). The importance of boundary spanning activities was also identified by Jeffrey, Mann and Wiant. The political factor in the linkages, while not considered as a variable, was recognized by Jeffrey (1989: 142).

In virtually all of the studies cited in Chapter 3 various situational or structural and process dimensions were found to be useful for describing and explaining the effectiveness of interorganizational relationships. The findings of this study also confirmed this usefulness.

There is a major difference however, between findings in the present study and the Jeffrey (1989) study on the resolution of conflict. Jeffrey had concluded that conflicts were resolved adequately between the ATA and the Alberta Department of Education while the findings from this study indicated there was little conflict resolution. In addition, Jeffrey concluded there was a significant relationship between the conflict resolution variable and the perceived effectiveness dimension of the relationship. This was not found to be the case in the present study. However, Jeffrey had based his conclusions on findings which included a question on the extent of resolution of conflict which was not included by Van de Ven and Ferry in their calculation of the conflict resolution means and which was not used in this study. Further research in this area appears necessary to determine the importance of the conflict resolution variable.

Implications

The implications of the findings and conclusion are presented in three sections. In the first section the implications for organization theory are presented, in the second section those for further research and in the third those for administrative practice.

Implications for Theory

The findings of this study indicate that it is possible to employ a focus on linkages as a framework in a study of interorganizational relationships similar to those described herein. The situational variables and the process, structural and effectiveness dimensions generally are categories which seem to represent the group of variables which influence an interorganizational relationship in this type of education related setting. The initial conceptualizations of Van de Ven and Ferry that were used as the conceptual framework for the current study, with several reservations, have been shown to hold considerable utility for a study of this type of interorganizational relationship. The reservations apply to two variables, conflict resolution, (a situational variable), and variability of resources, (a process variable), which were not related to the other variables in the linkages as expected. The interview findings, however, pointed to the possible existence of a political variable which might influence the relationships and which was not explicitly addressed in the Van de Ven and Ferry conceptualization. The effect of sudden political policy shifts was certainly considered an influence by the majority of respondents. As a result, the linkages appeared permeated with the feeling by boundary spanners that they could never be sure they could link more closely with the other organization because their political superiors in their own organization might decide otherwise. The Van de Ven and Ferry variable, domain similarity, did not appear to encompass this dimension. This political variable may be evident only in linkages between organizations which are politically controlled, but the implication is that this political variable is important and influences the interorganizational relationships.

The existence of various levels of boundary spanners could have important implications for theory development on interorganizational relationships. The relative influence of each level of boundary spanner on the strength of the linkage may be an important consideration in any study of interorganizational relationships and therefore the present conceptualizations may need to be extended or modified to encompass the finding that there are boundary spanners at different levels in the organizations. On the other hand, it may be that the perceptions of one level of boundary spanners represents the perceptions of the other levels and therefore in empirical studies of interorganizational relationships researching the boundary spanning activities at one level may be sufficient.

In this study, the personal awareness of boundary spanners and the public nature of the activities of the organizations appeared to substitute for formal interorganizational communication and provided general awareness of the other organization. The common background of boundary spanners also influenced the general awareness dimension as did the similarity of the domains. The bargaining activities which were carried out appeared to be an important factor in helping boundary spanners decide if the situation was right for forms of linkage to be established. These findings point to the need for further study, to determine whether or not the political dimension is present in interorganizational linkages generally. If this finding is supported by further research, modifications might be suggested to the original conceptualization at least in studies of organizations of the type researched in the present study.

In summary, while the variables and dimensions of the conceptualizations of Van de Ven and Ferry are applicable to the linkages studied, there are indications that additional factors influence the relationships. The conceptual framework as outlined in Figure 1 (Chapter 2) appears to require some modification. This initial conceptualization was based entirely on the work of Van de

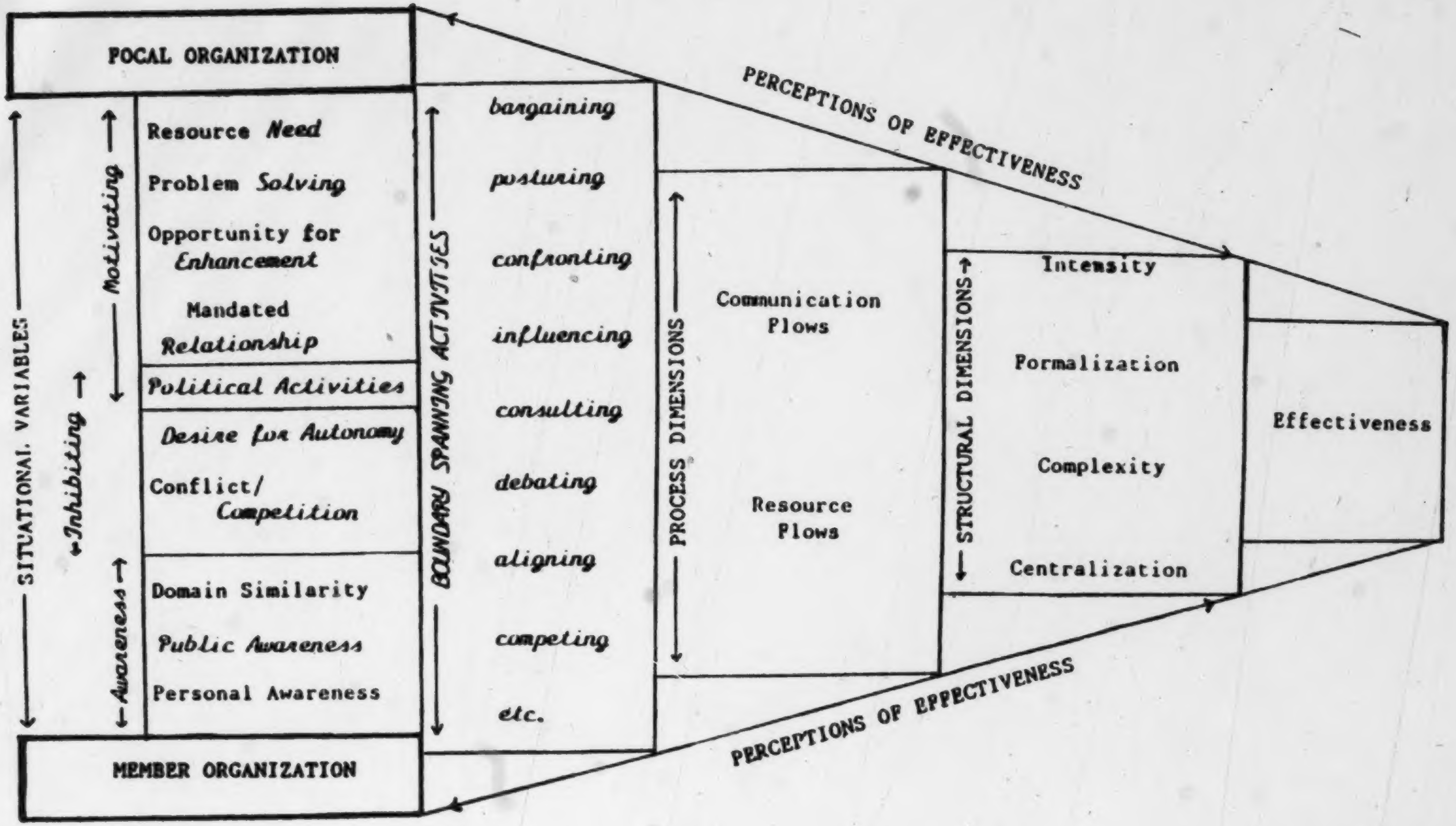
FOCAL ORGANIZATION
SITUATIONAL VARIABLES
Motivating
Inhibiting
Awareness
Resource Need
Problem Solving
Opportunity for Enhancement
Mandated Relationship
Political Activities
Desire for Autonomy
Conflict/ Competition
Domain Similarity
Public Awareness
Personal Awareness
MEMBER ORGANIZATION
BOUNDARY SPANNING ACTIVITIES
bargaining
posturing
confronting
influencing
consulting
debating
aligning
competing
etc.
PROCESS DIMENSIONS
Communication Flows
Resource Flows
STRUCTURAL DIMENSIONS
Intensity
Formalization
Complexity
Centralization
Effectiveness
PERCEPTIONS OF EFFECTIVENESS
PERCEPTIONS OF EFFECTIVENESS

FIGURE 4: REVISED CONCEPTUAL FRAMEWORK FOR EXAMINING IR'S

Ven and Ferry and identified the situational variables as resource dependence, desire to respond to problem, opportunity or mandate, awareness, consensus, domain similarity and size. The structural and process dimensions were identified as intensity, formalization, complexity and centralization which led to a perception of effectiveness. However, after the completion of the study it became apparent that additional factors were present and that some re-ordering of the variables was necessary. The suggested modifications to the original conceptual framework shown in Figure 4, while requiring further research and study for validation, would appear to represent the situation more completely for organizations of the type examined here. The modifications are described as follows.

In the suggested revisions the category of situational variables has been divided into three parts. These are the motivational, awareness and inhibiting factors which characterize the context within which the linkage develops.

The motivating factors are similar to those proposed by Van de Ven and Ferry. However the term "resource dependence" has been changed to "resource need." None of the organizations studied wanted to become resource dependent. Instead they had a need for resources and this motivated them to consider linkages. In addition the system change definition "a desire to respond to a problem, opportunity or mandate" has been expanded under new labels "problem solving", "opportunity for enchancement" and "mandated relationships." The organizations considered linkage because they wanted to solve a problem or saw an opportunity to enhance their position. In some cases the linkage was mandated and they were forced to link.

There were inhibiting factors in the situation, however, and these are identified in the second grouping. The strong, natural desire for autonomy certainly influenced any move towards the establishment of a linkage. Conflict over scarce resources or competition for favorable public opinion affected the relationship. And finally the activities of the political bodies controlling the organizations could inhibit or motivate closer linkage. For that reason "political activities" has been shown as either a motivating or inhibiting factor. Two new variables have been proposed in this group. The desire for autonomy was seen as an important factor and political activity was obviously an influencing factor. These represent important additions to the situational variables which were not explicitly addressed by Van de Ven and Ferry.

Before linkage could occur the organizations had to be aware of the activities of the other organization. The awareness factors are identified in the third group of situational variables. This initial awareness appeared to come in several ways. Since the organizations were all involved in matters related to public education there was considerable domain similarity and the boundary spanners generally came from similar backgrounds and training. Their personal acquaintanceship and social contact helped them become familiar with the activities of the other organization. The public nature of these activities made the media an important avenue of awareness as well. Van de Ven and Ferry had identified awareness and domain similarity factors as situational variables. They had also indicated that the awareness factor had two aspects, general awareness and personal awareness. However, domain similarity was not considered as an awareness variable but rather as a possible source of conflict. The revised conceptualization shown in Figure 4 treats it as an awareness factor. General awareness has been changed to public awareness which seems to describe the factor more precisely and personal awareness has been considered a variable in its own right.

The "size of network" variable has not been considered in the revised conceptualization because in this study the organizations were pre-selected and therefore there was no opportunity to address its influence. It would appear however that it could be considered an inhibiting factor. This would have to be verified by further research and it is presented only as a possibility.

An important modification to the conceptual framework is the introduction of the boundary spanning activities factor. The respondents in the study maintained that these activities were not linkages. However, since they involved communication flows and were an important part of the relationship they were quite evidently a form of linkage. These activities appeared to be carried out constantly. They occurred at meetings of joint committees, meetings of executives, ad hoc committees, boards and stakeholder groups. They were characterized by efforts at bargaining, debating, confronting, influencing and competing by the boundary spanners. Posturing, consulting and aligning were other activities. The list is not complete but the activities generally served as opportunities for boundary spannners to test the waters for feelings of trust or opportunities for enhancement of position. While they were not considered linkage by the respondents because resources were not exchanged, they were an important part of the linkage process and are considered an essential dimension in any interorganizational relationship.

If the boundary spanning activities indicated satisfactory conditions for linkage then formal resource and communication flows might be established or increased. If these flows became extensive then formalization of the relationship could begin and the increasing complexity of the relationship might result in the growth of centralization efforts. This growth would be characterized by the degree of interorganizational influence which developed. And finally the effectiveness of the relationship would become evident to the members of the organizations.

These suggested modifications generally represent a reordering of the variables and dimensions proposed by Van de Ven and Ferry. However, the introduction of the new variables, political activities, desire for autonomy, boundary spanning activities and public awareness appear to be necessary additions in order to make the conceptualization more applicable to organizations like those in this study.

Implications for Further Research

The conceptualizations of Van de Ven and Ferry on interorganizational linkages, while requiring some modifications, have been found to have considerable usefulness for describing the relationships among the group of organizations considered in this study. In order to prove the validity of these conceptualizations for all education organizations there is a need for a great many organizations to be studied in various stages of interorganizational linkage.

This study considered the responses of senior administrative members of Alberta Education. It is worth noting that members of Alberta Education in lower positions in the hierarchy tend also to be linked to members from the five organizations in ways which affect the relationship. The implications of this additional linkage between other individuals from each of the organizations was not considered in this study. Also the influence of the boundary spanning activities which occur during the informal interorganizational linkage where the reason for contact is social rather than for organizational matters should be considered. In other words there is a need to examine the influence of various levels of boundary spanners in the linkage and to study the importance of informal boundary spanning to the interorganizational relationships.

An examination of the same group of organizations using a different organization as the focal organization would add validity to the results of this study if the findings were similar.

A further research study could examine a single variable or dimension in greater depth. For example, the effectiveness dimension could be studied to see if others in the organization have the same perception of the effectiveness as the boundary spanners. This would provide another measure against which the effectiveness of the organizational linkages as obtained from the boundary spanners could be compared.

The Organization Assessment Instrument Interunit Relations Module has been shown to be useful in a study of linkages between certain education organizations. However there is a need to review and modify the questions which relate to the resolution of conflict variable and the variability of resource flows dimension to determine if indeed they are useful concepts. These two variables did not relate to the other variables and dimensions as expected. They were revised versions of the dimensions presented in the original instrument and they were not found applicable to the organizations studied here. Additional questions on the new proposed variables would be necessary as well.

The value of the instrument would be increased by the use of a structured interview. There is a need for interview questions to be developed to provide a common focus and a common structure for all researchers employing the instrument. While the open-ended nature of the questions should be maintained, a set of focused well-constructed introductory questions would assist the researcher in relating the answers to the specific variables and dimensions, as well as in searching for new insights.

The identification of the most important contact person in the other organizations may neglect an area of linkage which is quite important to the relationship. For instance, a number of respondents from the five organizations expressed surprise that they had not been identified by certain individuals in the Alberta Department of Education. They felt they had more contact with those individuals than the ones who had identified them. This process of identifying boundary spanners may require improvement. Perhaps the boundary spanner in the other organization should be allowed to identify his or her most important contact in the focal organization and the resulting pairwise relationship should be the one examined. This would emphasize the importance of certain boundary spanners in the focal organization and might influence the findings.

Implications for Administrative Practice

The findings of this study could have important implications for the decision-making members of Alberta Education and the five organizations. For example, it appears that there is infrequent linkage between the Alberta Department of Education and two of the other organizations. If the decision-makers in Alberta Education and these two organizations wish to change this situation then the study outlines situational variables which might be changed before stronger linkage is likely to develop. The implication is, if change is desired, the conceptualizations of Van de Ven and Ferry with the modifications suggested can be used to consider ways of making changes.

This study also provides an indication of the perceptions of the various members of Alberta Education and those of the member organizations on the relationship that exists between them. This information should help decision-makers in each of the organizations identify areas where perceptions might be changed in order to reduce destructive conflicts even if stronger linkage is not desired.

The role of the political bodies which control the organizations is clearly a factor which may influence attempts to strengthen linkages. The directions and policies undertaken by these bodies must be seen to be consistent and reliable over a considerable period of time before the other organization in the relationship will consider giving up more of its autonomy in order to link more closely.

The inevitability of conflict was a source of concern for respondents from all of the organizations. According to these respondents political maneouvering and posturing aimed primarily at enhancing the position of the organization were excessive. As a result conflict was felt to be unavoidable and restrictive. If this is to change to allow stronger linkages to develop, administrators should attempt to move their memberships away from the confrontational, political tactics which are seen by the respondents to be prevalent.

The reality of what is appropriate linkage between Alberta Education and the various organizations is a matter which administrators should address. If linkage is only a facade or political stance and produces no tangible benefit then it should be discontinued for the sake of economy. If the terms of the relationship restrict the strengthening of a linkage which is desired by both organizations then they should be renegotiated. Both the Association of School Business Officials of Alberta and the Alberta Federation of Home and School Associations should carefully examine their relationship with Alberta Education to determine if the present linkage should be discontinued or changed.

Concluding Statement

A thorough discussion of what interorganizational linkages are like should address certain issues. The issues of conceptualization and measurement of these linkages are extremely important and should be grounded in current organizational theory and supported by an appropriate methodology. This study has been directed at validating and applying the conceptualizations, methodology and instrumentation of Van de Ven and Ferry. In addition it presents a description of the linkages between Alberta Education and the five educational organizations at a particular time in their organizational development.

These organizations, like all organizations, are subject to environmental influences and obviously some are more affected than others. Each one attempts by means of gatekeepers or boundary spanners to maintain some degree of closedness in its boundaries so that it can retain its identity and achieve its goals. The interorganizational relationships are characterized not only by strong desires to maintain autonomy and identity but also by feelings of a need to relate more closely. Each member organization approaches the relationship reluctantly with some feeling of desire to link but also with a feeling of distrust of the new situation and a reluctance to allow another organization to influence its activities.

The relationships are characterized by other factors as well. Hall (1981: 342) has stated "to be successful an organization must gain power and support in the society it is attempting to control." There is considerable evidence that these linkages are battlegrounds for favorable public opinion and support, and as Hoy (1987: 104) has put it they are used "to shape environmental elements through political action." As a result the linkages are characterized by conflict and are usually short term and ad hoc in nature and directed generally at helping the organizations attain their self-interests.

These organizations have resisted having their autonomy affected by outside forces. They want to arrange their relationships in modes which allow them to exert influence on others but which leave their boundaries intact and influence-free. But the process of change is a characteristic of life in organizations and the decision makers in these organizations would be well advised to examine the linkages with a view to changing the focus from one where conflict and political manoeuvering are all encompassing to one where cooperation and mutual respect are more evident. For the political process is such that when members and publics become disenchanted with bickering and infighting, existing situations can be drastically changed by election results. And after all, as Hall (1977: 324) identified, some analysts believe "...interorganizational relationships are the most important aspect of society" and as such they are worthy of a great deal of attention and effort by administrators who wish to further the goals of their organizations.

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APPENDICES

APPENDIX 1

FOCAL UNIT QUESTIONNAIRE

ALBERTA EDUCATION

FOCAL UNIT QUESTIONNAIRE

In varying degrees your unit does not exist in isolation. For a variety of reasons your unit may have to maintain many relationships with other units. This questionnaire focuses on how your unit interacts with others.

This questionnaire asks you questions about five other selected organizations that you may have worked with in order to accomplish your unit's goals and responsibilities during the PAST SIX MONTHS. Each of the questions will explore some aspect of the relationships between your unit and these other units. Moreover, we hope that your answering the questions will help you step back and evaluate for yourself how your unit interacts with others.

If this survey is to be useful, it is important that you answer each question frankly and honestly. There are no hidden meanings behind any questions. This is not a test, and there are no right or wrong answers.

Your responses are regarded as confidential and will be used for statistical purposes. They will not be released in any way that will allow them to be identified with you.

This questionnaire was designed for use with various organizations including those outside the field of education, so some of the questions may seem a little unusual. If you do not understand any question BE SURE TO ASK FOR HELP! You may call COLLECT.

My residence phone number is 242-9229 and my business phone is 938-6116. A stamped self addressed enevelope is enclosed. Thank you very much for your cooperation.

W.T. Brownlee

General Instructions

Definitions: This questionnaire asks many questions about *your unit* and *other units*.

- *Your unit* includes you (as the supervisor) and all individuals who report *directly* to you. If you are not a supervisor, then your unit includes your immediate supervisor and all individuals (your co-workers) who directly report to your immediate supervisor.

- *Other unit* refers to any other group, department, level, or division outside of Alberta Department of Education that your unit interacts with.

This questionnaire asks you to answer each question five times, once for each of the most important FIVE other units that your unit interacts with. These other units are listed in the columns to the right of the questions. For most questions there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer to each question for each other unit and write it in the appropriate column.

For example you may be asked to respond to a question such as:

How often were you in contact with each of the five units during the past six months?

NEVER	MONTHLY	WEEKLY	DAILY	HOURLY
1	2	3	4	5

If your answers were

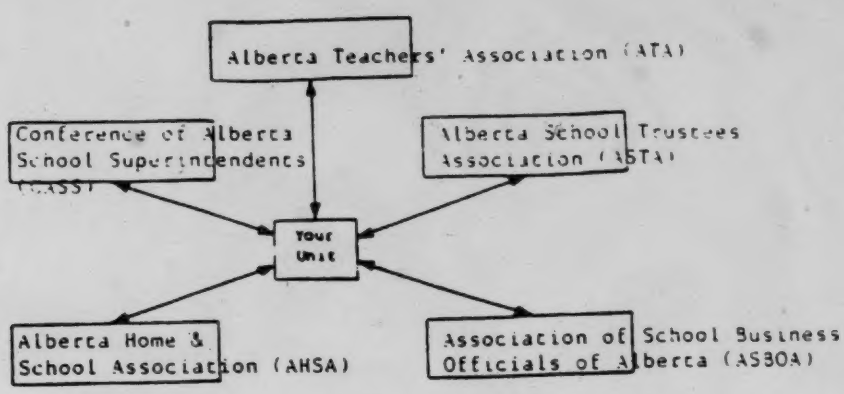
"daily" for Unit 1
"monthly" for unit 2
"hourly" for Unit 3
"never" for Unit 4
"weekly" for Unit 5

You would record each answer in the appropriate column as follows:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
ATA	ASTA	CASS	ASBOA	AFHSA

If you do not understand any question, BE SURE TO ASK FOR HELP. We realize that not all questions are simple.

Again you may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during week-ends. My residence phone number is 242-9229


Alberta Teachers' Association (ATA)
Conference of Alberta School Superintendents (CASS)
Alberta School Trustees Association (ASTA)
Your Unit
Alberta Home & School Association (AHSA)
Association of School Business Officials of Alberta (ASBOA)

The External Relations of Your Unit

In varying degrees your unit does not exist in isolation. As the figure illustrates, your unit may have to maintain many relationships with other units outside of Alberta Education. These relationships may exist for a variety of purposes, such as: coordinating work flows; obtaining money, personnel, equipment, and technical services; and responding to or initiating administrative directives and rules.

This questionnaire focuses on these external relationships your unit maintained during the PAST SIX MONTHS.

INTRODUCTORY QUESTIONS

The following questions are very important for properly coding and analyzing the data. As indicated before, all responses are kept strictly confidential. When you have completed this questionnaire, seal it in the accompanying envelope.

1. Your NAME: ______________________________

2. Your ADDRESS: ______________________________

3. Your PHONE NUMBER: Business ______________ Residence ______________

4. Name of UNIT in which you work: ______________________________

   ____

5. Your present JOB TITLE, POSITION or OFFICE: ______________________________

   ____

6. How many years and months have you held this position?

   __________ Years, __________ Months.

7. How many years and months have you worked in the ATA?

   __________ Years, __________ Months.

WE NOW FOCUS ON THESE "OTHER UNITS" THAT YOUR UNIT MAY HAVE MAINTAINED OR DEVELOPED CONTACTS WITH DURING THE PAST SIX MONTHS TO ACCOMPLISH YOUR UNIT'S GOALS AND RESPONSIBILITIES.

1. NAMES OF KEY OTHER UNITS	2. REASONS FOR RELATIONSHIP WITH OTHER UNIT	3. IMPORTANCE
The following organizations are important other units for Alberta Education	State as clearly as possible the reasons why your unit had to interact or work with this other unit during the past six months.	How important was this other unit in attaining the goals of your unit during the past 6 months? (Write a number from scale below) 1 = NOT VERY IMPORTANT 2 = SOMEWHAT IMPORTANT 3 = QUITE IMPORTANT 4 = VERY IMPORTANT 5 = ABSOLUTELY CRUCIAL
Unit 1 Alberta Teachers' Association (ATA)		
Unit 2 Alberta School Trustees Association (ASTA)		
Unit 3 Association of School Business Officials of Alberta (ASBOA)		
Unit 4 Alberta Home and School Association (AHSA)		
Unit 5 Conference of Alberta School Superintendents (CASS)		

ANSWER THE FOLLOWING QUESTIONS FOR EACH OTHER UNIT INDIVIDUALLY BY WRITING IN THE APPROPRIATE COLUMN THE MOST ACCURATE NUMBER FROM THE ANSWER SCALE FOR EACH QUESTION.

	UNIT 1 NAME: ATA	UNIT 2 NAME: ASTA	UNIT 3 NAME: ASBOA	UNIT 4 NAME: AHSA	UNIT 5 NAME: CASS
4. a. Do you have a contractual relationship with this other unit?	No Yes	No Yes	No Yes	No Yes	No Yes
b. Is it mandatory by government or trade regulations that you interact with this other unit?	No Yes	No Yes	No Yes	No Yes	No Yes
5. During the past six months, how much was your unit involved with this other unit for each of the following reasons: (use scale below)					
a. To receive or send work or clients (e.g., customers, raw materials, or work objects)?	_____	_____	_____	_____	_____
b. To receive or send resources (money, personnel, equipment, office space)?	_____	_____	_____	_____	_____
c. To receive or send technical assistance (e.g., consultation or staff services in functional areas)?	_____	_____	_____	_____	_____
d. To receive or send information for purposes of coordination, control, planning, or evaluation:	_____	_____	_____	_____	_____

NOT AT ALL	A LITTLE	SOME-WHAT	QUITE A BIT	VERY MUCH
1	2	3	4	5

6. To what extent have the terms of the relationship between your unit and this other unit:	Extent:	Extent:	Extent:	Extent:	Extent:
a. Been explicitly verbalized or discussed?	_____	_____	_____	_____	_____
b. Been written down in detail?	_____	_____	_____	_____	_____

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

7. For how many years has your unit been directly involved in some fashion with this other unit?	_____Yrs	_____Yrs	_____Yrs	_____Yrs	_____Yrs

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS

8. Prior to the past six months, to what extent has your unit had effective working relationships with this other unit? (Write best scale number in each column)

NO PRIOR CONTACT	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDER-ABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

9. For this other unit to accomplish its goals and responsibilities, how much does it need the services, resources, or support from your unit?

NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

10. For your unit to accomplish its goals and responsibilities, how much do you need the services, resources, or support from this other unit? (Use scale for Question 9.)

11. How well informed are you about the specific goals and services of this other unit?

NOT AT ALL	LITTLE INFORMED	SOMEWHAT INFORMED	QUITE INFORMED	VERY WELL INFORMED
1	2	3	4	5

12. How much say or influence does this other unit have on the internal operations of your unit?

NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

13. How much say or influence does your unit have on the internal operations of this other unit? (Use scale for Question 12.)

ATA	ASTA	ASBOA	AHSA	CASS

14. Write the name and address of the primary individual that you contact or communicate with when dealing with this other unit.

ATA Name: Address:

ASTA Name: Address:

ASBOA Name: Address:

AHSA Name: Address:

CASS Name: Address:

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

	ATA	ASTA	ASBOA	AHSA	CASS
15. How many years and months have you personally known the contact person in this other unit?	___ Years ___ Months	___ Years ___ Months	___ Years ___ Months	___ Years ___ Months	___ Years ___ Months
16. How well are you personally acquainted with the contact person in this other unit?	___	___	___	___	___
17. How much do you and this contact person agree or disagree on:					
a. The goal priorities of your unit?	___	___	___	___	___
b. The specific ways work is done or services are provided by your unit?	___	___	___	___	___
c. The specific terms of the relationship between your unit and this other unit?	___	___	___	___	___

NO PERSONAL ACQUAINTANCE	NOT VERY WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
1	2	3	4	5

DON'T KNOW	DISAGREE MUCH	AGREE A LITTLE	AGREE SOMEWHAT	AGREE QUITE A BIT	AGREE VERY MUCH
0	1	2	3	4	5

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

18. To what extent does this other unit:

a. Obtain its funding from the same source as your unit does?

b. Do the same kind of work as your unit does?

c. Have the same clients or customers as your unit?

d. Have operating goals similar to your unit's goals?

e. Have employees with similar professional or trade skills as those required of personnel in your unit?

f. Use the same technology, equipment, or information sources as your unit in doing its work?

DON'T KNOW	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

19. To what extent did individuals in this other unit hinder your unit in performing its functions during the past six months? (Use scale for Question 18 above.)

20. Consider now the equality of the give-and-take relationship with each unit. Compared to other units that you are involved with, how fair do you feel are the "payoffs" to your unit from this unit?

WE GET MUCH LESS THAN WE OUGHT	WE GET SOMEWHAT LESS THAN WE OUGHT	BALANCED	WE GET SOMEWHAT MORE THAN WE OUGHT	WE GET MUCH MORE THAN WE OUGHT
1	2	3	4	5

21. During the past six months, how frequently have people in your unit communicated or been in contact with people in this other unit?

NOT ONCE	1-2 TIMES	ABOUT MONTHLY	ABOUT EVERY 2 WEEKS	ABOUT WEEKLY	ABOUT DAILY	MANY TIMES DAILY
0	1	2	3	4	5	6

	ATA	ASTA	ASBOA	AHSA	CASS
18a	____	____	____	____	____
18b	____	____	____	____	____
18c	____	____	____	____	____
18d	____	____	____	____	____
18e	____	____	____	____	____
18f	____	____	____	____	____
19	____	____	____	____	____
20	____	____	____	____	____
21	____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

	ATA	ASTA	ASBOA	AHSA	CASS
22. Specifically, how frequently did your unit communicate with this other unit through each of the following ways during the past six months:					
a. Through written letters, memos, or reports of any kind?	____	____	____	____	____
b. Through personal face-to-face discussions?	____	____	____	____	____
c. Through telephone calls?	____	____	____	____	____
d. Through group or committee meetings between three or more people from your unit and this other unit? (Use scale for Question 21.)	____	____	____	____	____
23. In general, what percent of all these communications with this other unit were initiated by people in your unit during the past six months? (Indicate percent.)	____%	____%	____%	____%	____%
24. Overall, how much difficulty do you experience in getting ideas clearly across to individuals in this other unit when you communicate with them?	____	____	____	____	____

NO CONTACT	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
0	1	2	3	4	5

	ATA	ASTA	ASBOA	AHSA	CASS
25. When you wanted to communicate with individuals in this other unit, how much difficulty have you had getting in touch with them? (Use scale for Questions 24.)	____	____	____	____	____
THE NEXT TWO QUESTIONS MAY BE DIFFICULT TO ANSWER. MAKE THE MOST APPROXIMATE ESTIMATE YOU CAN. WRITE "0" IF YOUR ANSWER IS NONE OR NOT APPLICABLE.					
26. During the past six months:					
a. What percent of your total working hours did you spend on matters directly related to the operations, work, or projects of this other unit?	____%	____%	____%	____%	____%
b. What percent of all the work done by your unit came from this other unit?	____%	____%	____%	____%	____%
c. What percent of all technical assistance and services did you receive from this other unit?	____%	____%	____%	____%	____%
d. What percent of your unit's operating budget (money, personnel, supplies, equipment) was obtained from this other unit?	____%	____%	____%	____%	____%

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

27. During the past six months:

a. What percent of all the work completed by your unit was sent to this other unit?

b. What percent of all resources allocated by your unit was given to this other unit?

c. What percent of all person-hours of technical assistance or services provided by your unit was given to this other unit?

28. During the past six months, how much the same were these work materials, resources, or services each time they were sent to or received from this other unit?

ALMOST ALL THE SAME EACH TIME	MOSTLY THE SAME EACH TIME	ABOUT HALF THE SAME EACH TIME	MOSTLY DIFFERENT EACH TIME	ALMOST ALL DIFFERENT EACH TIME
1	2	3	4	5

29. To what extent did your unit encounter interruptions or delays to the normal flows of work, resources, or services from or to this other unit during the past six months?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	MUCH EXTENT	VERY GREAT EXTENT
1	2	3	4	5

30. During the past six months, how often did exceptions or problems arise in sending or receiving work, resources, or services to or from this other unit?

NOT ONCE	1 OR 2 TIMES	ABOUT MONTHLY	ABOUT WEEKLY	ABOUT DAILY	SEVERAL TIMES A DAY
1	2	3	4	5	6

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
27. a.	______%	______%	______%	______%	______%
b.	______%	______%	______%	______%	______%
c.	______%	______%	______%	______%	______%
28.	______	______	______	______	______
29.	______	______	______	______	______
30.	______	______	______	______	______

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

31. To coordinate activities with this other unit during the past six months, to what extent:

a. Have standard operating procedures been established (e.g., rules, policies, forms, etc.)?

b. Are formal communication channels followed?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

32. During the past six months, how often were there disagreements or disputes between people in your unit and this other unit?

NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
1	2	3	4	5	6

33. When these disagreements or disputes occurred, how often were they handled in each of the following ways during the past six months?

a. By ignoring or avoiding the issues?

b. By smoothing over the issues?

c. By bringing the issues out in the open and working them out among the parties involved?

d. By having a higher level manager or authority resolve the issues between the parties involved?

ALMOST NEVER	SELDOM	ABOUT HALF THE TIME	OFTEN	ALMOST ALWAYS
1	2	3	4	5

34. How well are any differences worked out at this time between your unit and this other unit?

VERY POORLY	POORLY	ABOUT HALF ADEQUATELY	QUITE WELL	VERY WELL
1	2	3	4	5

ATA	ASTA	ASBOA	AHSA	CASS
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___
___	___	___	___	___

TO CONCLUDE THIS SECTION, PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE SCALE FOLLOWING QUESTION 41.

	ATA	ASTA	ASBOA	AHSA	CASS
35. To what extent has this other unit carried out its responsibilities and commitments in regard to your unit during the past six months?	____	____	____	____	____
36. To what extent has your unit carried out your responsibilities and commitments in regard to this other unit during the past six months?	____	____	____	____	____
37. To what extent do you feel the relationship between your unit and this other unit is productive?	____	____	____	____	____
38. To what extent is the time and effort spent in developing and maintaining the relationship with this other unit worthwhile?	____	____	____	____	____
39. Overall, to what extent were you satisfied with the relationship between your unit and this other unit during the past six months?	____	____	____	____	____
40. During the past six months, to what extent has your unit changed or influenced the services or operations of this other unit?	____	____	____	____	____
41. During the past six months, to what extent has this other unit changed or influenced the services or operations of your unit?	____	____	____	____	____

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

A SELF-APPRAISAL OF YOUR UNIT'S EXTERNAL RELATIONS

NOW MAKE A SELF-ASSESSMENT OF THE RELATIONSHIPS YOUR UNIT MAINTAINS WITH EACH OF THE OTHER UNITS. HOPEFULLY, THE QUESTIONS YOU HAVE ANSWERED SO FAR HAVE STIMULATED YOU TO MAKE SUCH A SELF-ASSESSMENT.

Describe the major *problems* you have encountered in relating or coordinating with each of the other units during the past six months.	Suggest some specific ways for overcoming these problems with each of the other units.
UNIT 1 Name ATA	
UNIT 2 Name ASTA	
UNIT 3 Name ASBOA	
UNIT 4 Name AHSA	
UNIT 5 Name CASS	

APPENDIX 2

MEMBER UNIT QUESTIONNAIRE

QUESTIONNAIRE

This questionnaire is part of a survey that is being conducted to learn how various organizational units interact with one another.

This particular questionnaire focuses on how your organizational unit interacts with one or more units in ALBERTA EDUCATION. Individuals from these units reported that they were involved in some way with your organizational unit during THE PAST SIX MONTHS. The purpose of this questionnaire is to obtain your perspective of the relationship your unit has had with each of these other units in ALBERTA EDUCATION during the past six months.

Please answer each question frankly and honestly. There are no hidden meanings behind any of the questions. This is not a test, and there are no right or wrong answers. Your answers are kept strictly confidential and will be seen only by the researcher. Your answers will be grouped with those of other people, and no individual will ever be identified.

Please complete this questionnaire within a week from the time you receive it. When you have finished, please seal your questionnaire in the enclosed self-addressed and stamped envelope and return it by mail.

General Instructions

For most questions there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer to the question for each designated other unit and write it in the appropriate column.

For example you may be asked to respond to a question such as:

How often were you in contact with each of the five units during THE PAST SIX MONTHS?

NEVER	MONTHLY	WEEKLY	DAILY	HOURLY
1	2	3	4	5

If your answers were

"daily" for Unit 1
"monthly" for unit 2
"hourly" for Unit 3
"never" for Unit 4
"weekly" for Unit 5

You would record each answer in the appropriate column as follows:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
4	2	5	1	3

If you do not understand any question, BE SURE TO ASK FOR HELP. We realize that not all questions are simple. You may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during week-ends. My residence phone number is 242-9229

The following information is required for coding and analyzing the data. Your name, address and phone number will be useful should you need to be contacted for further information. As indicated before, all responses are kept strictly confidential.

1. Your NAME: ______________________ ______________________

2. Your ADDRESS: ______________________________________

3. Your PHONE NUMBER: ________________________________

4. Name of ORGANIZATION in which you work: ____________________
   ____

5. Name of OFFICE or DIVISION in which you work: ______________
   ____

6. Name of UNIT in which you work: __________________________
   ____

7. Your present JOB TITLE or POSITION: _______________________

8. How many years and months have you held this position?
   ____________ Years, ____________ Months.

9. How many years and months have you worked in your organization?
   ____________ Years, ____________ Months.

IN A PREVIOUS SURVEY, THE CONTACT PERSONS FROM THE FOLLOWING UNIT(S) IN ALBERTA EDUCATION REPORTED THAT THEY INTERACTED IN SOME WAY WITH YOUR ORGANIZATIONAL UNIT DURING THE PAST SIX MONTHS.

Unit 1. **Name** ______________________ Contact person ______________________

Unit 2. **Name** ______________________ Contact person ______________________

Unit 3. **Name** ______________________ Contact person ______________________

Unit 4. **Name** ______________________ Contact person ______________________

Unit 5. **Name** ______________________ Contact person ______________________

WE WOULD LIKE YOUR PERSPECTIVE ON THESE INTERUNIT RELATIONSHIPS. PLEASE ANSWER THE QUESTIONS FOR EACH OF THE DESIGNATED OTHER UNITS INDIVIDUALLY. WRITE IN THE APPROPRIATE COLUMNS THE NUMBER FROM THE ANSWER SCALE THAT REFLECTS YOUR MOST ACCURATE ANSWER TO EACH QUESTION FOR EACH OTHER UNIT. BE SURE TO USE THE COLUMN WITH THE SAME UNIT NUMBER AS THAT DESIGNATED ABOVE TO ANSWER THE QUESTIONS FOR EACH OF THE OTHER UNITS. IF NO NAMES ARE WRITTEN ABOVE FOR UNITS 2-5, THEN LEAVE THOSE COLUMNS BLANK.

1. How well are you personally acquainted with the contact person in this other unit?

NO PERSONAL ACQUAINTANCE	NOT VERY WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
1	2	3	4	5

2. How much do you and this contact person agree or disagree on:

   a. The goal priorities of your unit?

   b. The specific ways work is done or services are provided by your unit?

   c. The specific terms of the relationship between your unit and this other unit?

DON'T KNOW	DISAGREE MUCH	AGREE A LITTLE	AGREE SOMEWHAT	AGREE QUITE A BIT	AGREE VERY MUCH
0	1	2	3	4	5

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

3. How well informed are you about the specific goals and services of this other unit?

NOT AT ALL	LITTLE INFORMED	SOMEWHAT INFORMED	QUITE INFORMED	VERY WELL INFORMED
1	2	3	4	5

4. Prior to the past six months, to what extent has your unit had effective working relationships with this other unit?

NO PRIOR CONTACT	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSID-ERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

5. During the past six months, how much was your unit involved with this other unit for each of the following reasons:

   a. To receive or send work or clients (e.g., customers, raw materials, or work objects)?

   b. To receive or send resources (money, personnel, equipment, office space)?

   c. To receive or send technical assistance (e.g., consultation or staff services in functional areas)?

   d. To receive or send information for purposes of coordination, control, planning, or evaluation?

NOT AT ALL	A LITTLE	SOME-WHAT	QUITE A BIT	VERY MUCH
1	2	3	4	5

6. Consider now the equality of the give-and-take relationship with each unit. Compared to other units that you are involved with, how fair do you feel are the "payoffs" to your unit from this other unit?

WE GET MUCH LESS THAN WE OUGHT	WE GET SOMEWHAT LESS THAN WE OUGHT	BALANCED	WE GET SOMEWHAT MORE THAN WE OUGHT	WE GET MUCH MORE THAN WE OUGHT
1	2	3	4	5

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

7. For this other unit to accomplish its goals and responsibilities, how much does it need the services, resources, or support from your unit?

NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

8. For your unit to accomplish its goals and responsibilities, how much do you need the services, resources, or support from this other unit? (Use scale for Question 7.)

9. How much say or influence does this other unit have on the internal operations of your unit?

NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

10. How much say or influence does your unit have on the internal operations of this other unit? (Use scale for Question 9.)

11. To what extent have the terms of the relationship between your unit and this other unit:

a. Been explicity verbalized or discussed?

b. Been written down in detail?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

12. During the past six months, what percent of your total working hours did you spend on matters directly related to the operations, work, or activities of this other unit? - Indicate percent.

13. During the past six months, how frequently have people in your unit communicated or been in contact with people in this other unit?

NOT ONCE	1-2 TIMES	ABOUT MONTHLY	ABOUT EVERY 2 WEEKS	ABOUT WEEKLY	ABOUT DAILY	MANY TIMES DAILY
0	1	2	3	4	5	6

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____%	____%	____%	____%	____%
____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

14. When you want to communicate with individuals in this other unit, how much difficulty have you had getting in touch with them?

NO CONTACT	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
0	1	2	3	4	5

15. Overall, how much difficulty do you experience in getting ideas clearly across to individuals in this other unit when you communicate with them? (Use scale for Question 14.)

16. During the past six months, how often were there disagreements or disputes between people in your unit and this other unit?

NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
1	2	3	4	5	6

17. To what extent did individuals in this other unit hinder your unit in performing its functions during the past six months?

DON'T KNOW	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

18. How well are any differences worked out at this time between your unit and this other unit?

VERY POORLY	POORLY	ADEQUATELY	QUITE WELL	VERY WELL
1	2	3	4	5

19. Overall, how important was this other unit in attaining the goals of your unit during the past six months?

NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	QUITE IMPORTANT	VERY IMPORTANT	ABSOLUTELY CRUCIAL
1	2	3	4	5

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

FINALLY, PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE SCALE FOLLOWING QUESTION 26.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
20. To what extent has this other unit carried out its responsibilities and commitments in regard to your unit during the past six months?	____	____	____	____	____
21. To what extent has your unit carried out your responsibilities and commitments in regard to this other unit during the past six months?	____	____	____	____	____
22. To what extent do you feel the relationship between your unit and this other unit is productive?	____	____	____	____	____
23. To what extent is the time and effort spent in developing and maintaining the relationship with this other unit worthwhile?	____	____	____	____	____
24. Overall, to what extent are you satisfied with the relationship between your unit and this other unit during the past six months?	____	____	____	____	____
25. During the past six months, to what extent has your unit changed or influenced the services or operations of this other unit?	____	____	____	____	____
26. During the past six months, to what extent has this other unit changed or influenced the services or operations of your unit?	____	____	____	____	____

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSID-ERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

Thank you very much for completing this questionnaire.

Please insert this questionnaire in the self-addressed and stamped envelope and return it by mail.

APPENDIX 3

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. How would you describe your organizations's relationship with Alberta Education?

2. What is the history of your organization's association with Alberta Education? Have there been serious conflicts? If so, what has been the nature of the conflicts?

3. What conditions make it essential for your organization to maintain a relationship with Alberta Education?

4. To what extent is your organization's relationship with Alberta Education affected by a need for resources?

5. To what extent is your organization's relationship with Alberta Education primarily an exchange of resources? To what extent is it primarily an exchange of information?

6. Would you describe your relationship with Alberta Education as formal or informal? Why have you chosen this answer?

7. To what extent is your organization's relationship with Alberta Education enhanced because of your personal acquaintance with a member of Alberta Education?

8. On a scale of one to ten how would you rate the effectiveness of your organization's relationship with Alberta Education? Why did you rate it so?

9. How would you describe the best feature of the relationship? How would you describe the poorest feature of the relationship?

10. What other comments would you like to make about the relationship?

APPENDIX 4

BRIEF DESCRIPTION OF MEMBER ORGANIZATIONS

Alberta Teachers' Association

The Alberta Teachers' Association is the professional organization to which all public and separate teachers in Alberta must belong in order to teach in Alberta. The association is organized into eighty locals throughout the province. The locals elect the executive body which is called the Provincial Executive Council. The council supervises the implementation of policy and provides guidance to the staff which comprises the executive secretary and twenty-one other executive staff who carry forward the policies of the association.

The central objective of the ATA is that of building the teaching profession in Alberta. It also professes to be dedicated to advancing the cause of education. It is the sole corporate representative of all the teachers in Alberta public and separate school jurisdictions.

Alberta School Trustees' Association (ASTA)

The Alberta School Trustees' Association is the provincial organization for all separate and public school trustees in Alberta. However, membership is not compulsory. The province is divided into eight zones which elect representatives to a provincial council. This council implements and sets policy and guides the activities of the executive secretary and his staff.

The objectives of the organization are to improve education and school administration, to assist and advise member boards, to express trustees' views and suggestions about education, to promote the interests of member boards and to promote economical and efficient school affairs. The organization also undertakes activities that promote the welfare of education in the province and the good of member boards.

Conference of Alberta School Superintendents (CASS)

The Conference of Alberta School Superintendents is the professional organization of the superintendents and their assistants. Membership is not compulsory but in practice virtually all superintendents and many of the assistants are members. The province is divided into eight zones each of which elects a representative to the provincial executive. A president and table officers are elected at the annual general meeting. An executive secretary is employed to assist the executive and to carry out certain administrative responsibilities.

The objectives of the organization are to promote, develop and maintain the education and efficiency of locally appointed superintendents, to contribute to education, to promote fellowship and interchange of ideas, to promote good relationships among education organizations and to afford opportunities for planned discussion of problems and activities relating to the position of superintendent. The organization also attempts to present the views and recommendations of superintendents in respect to education.

Association of School Business Officials of Alberta (ASBOA)

The secretary-treasurers and their assistants in school jurisdictions in Alberta may belong to a provincial organization called the Association of School Business Officials. Table officers are elected each year at an annual general meeting and each zone elects a representative to sit on this executive as well. The zone boundaries correspond to those of Alberta Education. A permanent executive secretary is employed to carry out administrative duties.

The stated purpose of the organization is to be an autonomous, non-profit organization serving the needs of education throughout the province and dedicated to improving the quality of school business management and the status, competency, leadership qualities and ethical standards of school business officials at all levels. Its long term goals, however, are primarily aimed at strengthening the organization. Professional development, post secondary courses for business officials, advancement of the status of school business officials, needs of the membership, ethical standards, official designation for members and minimum educational requirements, and improved efficiency are identified as specific goals. Several of its objectives emphasize the need to have at least one member from each school jurisdiction in the province.

Alberta Federation of Home and School Associations (AFHSA)

The Alberta Federation of Home and School Associations is a loose federation of various home and school associations and parents councils from across the province. Membership is voluntary and as a result some areas do not have representation on the organization. There is no executive secretary and the business of the association is carried out by an executive which is elected at an annual general meeting.

The stated general purpose of the federation is to provide an independent organization of citizens, primarily parents, concerned with the establishment, encouragement and development of the highest standards in public education. The organization accepts the responsibility to appraise and evaluate public education and provide the public with an understanding of the administration and the content of the various programs of the school system. It aims to provide a meaningful voice in decisions affecting children, to recommend improvements and to press for needed changes at all levels of authority.

APPENDIX 5

LETTER OF PERMISSION FOR USE OF QUESTIONNAIRE

UNIVERSITY OF MINNESOTA
TWIN CITIES

Curtis L. Carlson School of Management
271 19th Avenue South
Minneapolis, Minnesota 55455
612/624-1864

Andrew H. Van de Ven
3M Professor of Human Systems Management

Electronic Mail: MAKC @ UMINN1

February 16, 1988

Mr. W.G. Brownlee
Foothills School Division #38
Foothills Composite High School
Highway 2A South, Okotoks
Alberta TOL 1TO
Canada

Dear Mr. Brownlee:

Thanks much for your letter requesting permission to use our OAI interunit relations module for your dissertation. You have my permission to use it provided that you will, in return, give me a copy of the raw data. This will provide us an opportunity to test the generality of the OAI in different organizational settings. Please feel free to call me if you have any questions. Good luck on your thesis.

Sincerely,

Andy

Andrew H. Van de Ven

AHV/lmn

VITA

VITA

NAME: William Thomas Brownlee

PLACE OF BIRTH: Windthorst, Saskatchewan

YEAR OF BIRTH: March 24, 1932

POST-SECONDARY EDUCATION:

Bachelor of Arts - U. of Man. - 1963
Bachelor of Education - U. of Man. - 1967
Master of Education - U. of Man. - 1972

HONORS AND AWARDS:

Strathcona Gold Medal - Man. T. C. 1952
Distinguished Service Award - A.T.A. 1975
Ford Foundation Scholarship - 1968
Member WCOTP Delegation - Paris 1964
Director of WCEAC - 1975 & 1986

RELATED WORK EXPERIENCE:

Superintendent - 9 years
Principal - 18 years
Educational Advisor - 2 years
Consultant - 2 years
Teacher - 8 years